

Point of View

By James Fishkin

A CENTERPIECE of Ross Perot's presidential campaign is his proposal to govern the country through an "electronic town hall." As he describes it, major issues such as the national debt or health insurance will be explained on the air "in depth, not in sound bites." Then, through calls placed by viewers to an 800 number, the people will "respond by Congressional district." This device is not supposed to supplant action by Congress or other institutions of government, but the televised feedback from the people will be tabulated and used to get the White House and Congress "dancing together like Fred Astaire and Ginger Rogers," Mr. Perot says.

Electronic town halls, in a more limited form, already are becoming a major part of the campaign process. Bill Clinton held such electronic town meetings and answered questions from callers in New Hampshire, Pennsylvania, and California during the primary season. More recently, he bought a half hour of time from NBC for a televised town meeting whose studio audience was made up of a sample of undecided voters in Pittsburgh. Both Mr. Clinton and Mr. Perot have fielded viewer call-ins for extended periods on the "Today Show" and other talk shows. But fielding questions and tabulating votes are very different.

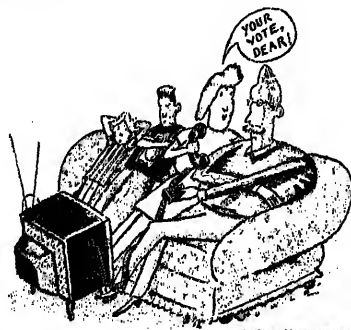
The closest model on a national scale to Mr. Perot's proposal for electronic referendums was seen in January on CBS after the President's State of the Union address. In a pilot for a possible series called "America on the Line," CBS tabulated about 300,000 responses from viewers to questions posed on the program about the President's speech and the state of the union. Mr. Perot has cited the CBS program as a model of what he means by an "electronic town hall."

The problem with this concept is that the viewers who phoned in responses to the CBS program presented a distorted picture of public opinion, at least when contrasted their answers with poll results from a representative sample of viewers to whom the network had directed the same questions. For example, 53 per cent of "America on the Line" respondents said they were "worried off" now, more than a year ago, while only 32 per cent of the representative sample said so. Only 18 per cent of "America on the Line" respondents reported being in basically the "same" economic situation as a year ago, while 44 per cent of the representative sample reported being "the same."

The kind of electronic town hall that CBS tried has two fundamental defects—it is neither representative nor deliberative. It is not representative of the public at large because the respondents select themselves by deciding to call in, instead of being chosen through the methods of modern survey research based on a random statistical process. The electronic town hall is not deliberative, because it demands off-the-cuff responses from viewers at home—viewers who have not had an opportunity for extended face-to-face discussion either with their peers or with participants in the political process.

Because of the lack of representativeness, survey researchers have long discounted electronic town meetings. For example, Norman Bradburn, director of the National Opinion Research Center at the University of Chicago, has said that viewers calling an 800 number to express their views constitute a slop—a self-selected ill-tener opinion poll. A slop played a role in distorting the media coverage of the Carter/Reagan Presidential debate in 1980, when ABC used viewer call-ins (in that case they were charged for calling) to declare Reagan an instant two-to-one winner. Polls of randomly selected viewers, in contrast, rated the debate as a close contest.

As was illustrated by the *Literary Digest* fiasco in 1936, when readers predicted a landslide for Alf Landon over Franklin Roosevelt, self-selected samples



A Voice for 'We the People' in the Electoral Process

draw disproportionately from citizens who feel strongly enough about an issue to take the trouble to write or telephone. Large numbers of respondents do not, by themselves, insure a representative picture of public opinion. CBS has reported that more than 24-million calls were placed to "America on the Line," but incomparably more accurate results could have been achieved from a carefully constructed, random sample of several hundred.

The other main problem with the electronic town hall is the lack of deliberation involved. Mr. Perot argues that his proposed town meetings will "get into detail on the issues, and when the people respond, it is an intelligent, well-thought-out decision. That's a huge difference from a poll." However, his version is not likely to be as different from polls as he alleges. It is true that the citizens responding to the town meeting would have the opportunity to listen to debates on the broadcast, but there is little reason to think that their views will be thoughtful and well informed. Many will bring little background to the issues other than what is presented on the program. Further, they will have little opportunity or incentive to contrast the information to opposing views or to debate the issues thoroughly. Rather, they will be expected to phrase in their instantaneous reactions during the course of the town meeting.

It is a commonplace of modern social science that, as economist Anthony Downs pointed out in 1957 in his classic *An Economic Theory of Democracy*, citizens have little rational incentive to spend time acquiring and processing political information. Their individual votes have so little effect on the outcome of an election that they have little motivation to invest time and attention in improving the quality of that vote. They are left with the scanty information they can acquire with little effort or as a by-product of their other activities. This is true of votes cast in a voting booth, and it will remain true of votes phoned in to a nationally televised town meeting such as Mr. Perot is proposing.

Even the most optimistic recent assessment of voter rationality, political scientist Samuel Popkin's *The Reasoning Voter* (1991), argues that voters use various shortcuts—such as identifying "cues" to a candidate's ideology or attitudes toward different groups—to draw inferences that enable them to answer the question, "What have you done for me lately?" Improving that situation would require new kinds of decision-making structures that would motivate ordinary citizens to invest greater time and attention in public issues.

Scholars need to spend less time describing the prob-

lems with the current electoral system—what they have done very well—and more time experimenting with new strategies to motivate citizens to make more thoughtful decisions. Imagining a new beginning to our season of selecting a President. Suppose we were to invite part a group of people (who had been randomly selected from the entire country by the techniques of modern survey research) to a single site. Suppose, in addition, that we were to provide them with briefing materials on the issues, time to digest the information, and opportunities for extensive debate with the candidates, and then polled them at the end of several days on their views of the candidates and the issues.

Imagine that portions of these proceedings were broadcast on national television. While viewers at home, the members of such a sample would be motivated to think and participate because they would be part of a select group that would deliberate on national TV.

Such an event would constitute what I have called "a deliberative opinion poll." Such a poll would reflect what the public would think if it had a better opportunity to consider the questions at issue. Given the role of momentum in the primary process (as political scientist Larry Thurkett has demonstrated most notably in his book *Presidential Primaries and the Dynamics of Public Choice*, 1988), a deliberative poll at the beginning of the primary season could have a dramatic effect on the evolution of both candidates and on public debate about issues during the time leading up to the Presidential nominations.

DURING THE PAST TWO YEARS, I joined with WETA, the Washington, D.C., public television station, in an effort to mount such a deliberative poll, the "National Issues Convention." It was to be held in Austin this past August, at the start of the primary season. Six to eight hours of national broadcast time were to be scheduled on the Public Broadcasting System. The plan was for the major Presidential candidates to meet in person with the national random sample of 600 citizens who would be transported to Austin from around the country. Financing difficulties forced cancellation of the event, but we have begun to lay the groundwork for a 1996 version.

WETA has joined with all 10 of the nation's Presidential libraries, under the leadership of the LBJ Library in Austin, to sponsor the event. We have formed an advisory committee headed by Newton Minow and Clark E. Walker (former chairs of the commission that sponsored the first televised Presidential debates). We propose to engage the Presidential candidates in this deliberative poll at the start of the 1996 primary season.

One of the principal factors fueling support for the Perot candidacy obviously is dissatisfaction with the Presidential choices offered by the primary process. That process—with its vagaries of timing, small, self-selected electorates, and the impact of momentum—suffers from the same two flaws as the electronic town hall. It is neither representative nor deliberative. Short of replacing the current primary system, a new beginning, using a deliberative poll, could produce a major change in the process.

Because the participants would be randomly selected, the difficulties with viewer call-in polls would be avoided. And because the delegates could debate the issues for several days face to face with the candidates, their deliberations would represent more than instantaneous first reactions. Such an event would use television to provide a voice for "We the people" under conditions that would make that voice worth hearing.

James Fishkin is chair of the department of government at the University of Texas at Austin and author of *Democracy and Deliberation: New Directions for Democratic Reform* (Yale University Press, 1992).

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Quote, Unquote

New Summary: Page A3

"This decision is a great thing. It's the most important ruling since *Brown v. Board of Education*." John O. Chambers, Jr., on the Supreme Court's ruling on Mississippi's colleges: A16

"She's done a Samson thing on the whole demo church." An English professor, on a scholar's argument that Mark Twain based Huck Finn on a black youth: A8

"The battle isn't over. We intend to continue to try to create more public awareness of the way in which the NIH is simply becoming a branch office of the National Association of Scholars."

An English professor who opposes eight nominees to the National Council on the Humanities: A15

"We have seen the cost estimates for the site more than double in three years, yet we are told the project must continue. Why, in a period of fiscal austerity, are we, in effect, giving the state a blank check?"

A Senator, on warnings from SSC opponents that its death will damage American science: A26

"It ought to be evident that while virtually everyone thinks they know a great deal about television, few really do, and fewer still leave the university with any systematic appreciation of this vital and compelling medium."

Director of the Freedom Forum Media Studies Center at Columbia U.: B1

"It is a long way from burning crosses on Minnesota towns to banning certain kinds of words and epithets on college campuses."

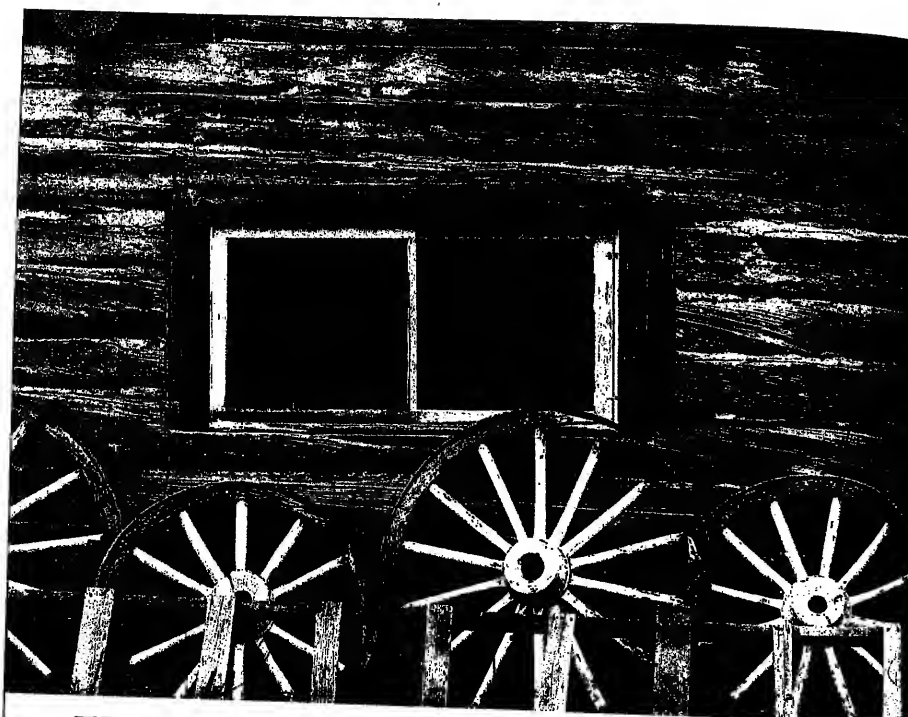
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"This is going to be a whole new chapter for education in the states where a large number of black students go to college."

The Supreme Court has specified for the first time how states must show they have removed the vestiges of past segregation: Page A16



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This Week in The Chronicle

July 8, 1992

Scholarship

WAS HUCKLEBERRY FINN BLACK?
A scholar's assertion that Mark Twain's quintessentially American character was modeled on a black youth is stirring controversy through literary circles: A6

WAS HUCKLEBERRY FINN BLACK?
A U. of Texas professor argues that Mark Twain based much of his quintessentially American character on a black child he met in the 1870's: A6

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MARGINALIA

Memorandum at the University of Southern California:

"Recently, a letter was mailed which requested additional support for kusc. The letterhead listed the names of several composers. To our embarrassment, four of those names were misspelled: Stravinsky, Leonarda, Tailleferre, and Vaughan Williams.

"These errors did not originate at kusc. They occurred when the copy was transferred from our word processing program to a program in one of the University of Southern California's printing facilities. In order to insure that these problems would not be repeated, we have established new procedures for proofreading."

Too late!

From Employer Development Update, a newsletter at the University of California at Riverside, comes this announcement of a workshop for staff members:

"Writing for Impact (Afternoons). For most of us, writing is a critical form of communication. Good writing is often synonymous with effective and efficient work."

Tell us more.

Memorandum at Southern Illinois University at Carbondale:

"The General Education Committee is beginning to study the problem of addressing 'cultural pluralism' in the basic general education curriculum. To that end, the Committee needs some basic university-wide information concerning the cultural diversity of the university's faculty and students."

You really want to know?

Notice to student advisers at a college or university whose identity we have mislaid:

"Do you have an advisee who is looking for another course this term? If so, History 236, U.S. 1945-1950, meeting 10-11, room 34 is open. (Note: due to an oversight, this course did not appear in the original schedule.)"

"Readings will focus on the Civil Rights movement, Vietnam, the Great Society, Watergate, feminism, environmentalism, the impact of mass media, and most important of all, the rise and demise of disco."

"Prerequisite: one history class, and some awareness of the term 'lecture suit.'"

News from *The Utah Statesman*:

"To make people more aware of alternatives to driving themselves home when they're drunk, coupons will be given to students Friday so that 'partying on Friday night can get a free home,' said Smith."

Tell Smith we already have one.

—C.G.

In Brief

Harvard law professor loses his post

CAMBRIDGE, MASS.—Adhering to a longstanding policy, Harvard University has denied a black law-school professor's request to extend his two-year leave of absence.

Derrick Bell, the school's first black tenured professor, began an unpaid leave of absence in 1980 to protest the school's failure to hire a tenured "woman of color." In a letter, Robert C. Clark, the school's dean, told Mr. Bell that his failure to return would be considered a resignation, effective last week.

In a statement, Mr. Clark said he was "very saddened" by Mr. Bell's decision not to return to teaching. "I wish he had chosen otherwise," the statement said.

Mr. Bell, who is a visiting professor in New York University's law school, can appeal the decision to a Harvard governing board. He could not be reached for comment. A complaint Mr. Bell filed against the school with the U.S. Education Department's Office for Civil Rights is pending.

After his departure, 48 professors remain at the school. Seven are white women, five are black men, and the rest are white men.

Churches oppose merger of Hawaii institutions

HONOLULU—Hawaii Loa College and Hawaii Pacific University are expected to go through with a planned merger this month despite a lawsuit intended to block the move.

Three of the four Protestant churches that helped to found Hawaii Loa (before 20 years ago) filed a lawsuit in June, claiming that they had not been consulted about the merger and had serious concerns about how it would affect the institution.

The merger would result in one institution on two campuses under the Hawaii Pacific name. Hawaii Pacific is not affiliated with any religious organization.

The merger was scheduled to take place July 1, but was delayed when the churches sought a preliminary injunction from the court barring the move until their lawsuit went to trial. The injunction was denied and no trial date was set.

The churches—the United Methodist Church, the United Church of Christ, and the United Presbyterian Church—claim they have a stake in the college. They have a stake in the college. They have a stake in the college. They have a stake in the college.

The fourth founding denomination, the Episcopal Church, is not contesting the merger.

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Earthquake sends books tumbling in California libraries

RIVERSIDE, CAL.—Southern California was jolted by a severe earthquake and more than 1,000 aftershocks, but damage to colleges and universities was minimal because the epicenter was in a sparsely populated desert area. The libraries at the University of

California campus here and two community colleges were closed temporarily for cleanup and repairs after thousands of books tumbled from the shelves during the first earthquake. About 14,000 books were knocked off the shelves of the Tomás Rivera Li-

brary at Riverside, located about 4,000 rare volumes. Some of which were damaged. Workers had just finished bracing shelves, which prevented an extensive damage.



Yearbook editor denied post in photo flap

LAFAYETTE, LA.—Jeff Grenfell, last year's editor of the University of Southwest Louisiana's yearbook, has been denied a second term because administrators disapproved of controversial pictures in the yearbook.

The book, *L'Academe*, featured a photograph of a partly nude woman. It also has a section devoted to the Persian Gulf war, illustrated with a picture of a building, the university's mascot, sitting on the American flag (above).

A faculty-student committee recommended to the vice-president for student affairs that Mr. Grenfell be appointed editor of the book again this coming year. The choice was rejected. A university spokeswoman said the institution had received many complaints about the yearbook and that Mr. Grenfell had not been

retrained because the university disapproved of his judgment. Grenfell said the student newspaper was sharply critical of the university's decision.

Corrections

■ A story on taxi (The Chronicle, May 20) referred to Lester Milsch as a professor at the University of Kansas but was actually called him, Kansas State's Mr. Milsch.

■ An item in the People's column (The Chronicle, June 24) incorrectly identified the institution that Thomas J. O'Neil is leaving to become assistant director at Saint Bonaventure University. He is now working at the University of Saint Charles, Mo.

Judge orders removal of white administrators

MONTGOMERY, ALA.—A federal judge here has ordered two white administrators from their jobs at the Cooperative Extension Service after finding they had given unfair advantage over black applicants.

The university's Cooperative Extension Service has been operating under an anti-discrimination suit for more than a decade.

Two black employees of the extension service filed a lawsuit claiming they had not been given proper consideration for the two administrative jobs. U.S. District Judge Thomas H. Emswiler agreed, saying the extension service had violated the court order by appointing the two white employees as acting administrators and then not making the positions and providing them permanently.

The judge said the university had to conduct new searches to fill the two positions. In addition, he said, the next available jobs in each of the extension service's offices in six counties must be filled by minority applicants. One of the two white administrators is retiring and the other has left the position and returned to his former post at the university.

Lincoln U. receives memorabilia of poet

LINCOLN UNIVERSITY, PA.—A collection of memorabilia formerly owned by the poet and author Langston Hughes (right) has been donated to Lincoln University.

The gift came from Rhonda Lane and the late Adele Thurston, who owned the Market Street Gallery in New York City. They had owned the readings of his works. The collection includes about 75 paintings, photographs, and manuscripts of and by Hughes and artists who, like Hughes, were prominent during the Harlem Renaissance of the 1920s.

University opens Teachers Hall of Fame

GRAND, KAN.—Schoolteachers here have a hall of fame.

Grand's Normal State University and Grand's community have opened what is believed to be the first National Teachers Hall of Fame. Last month five teachers from across the country were

recognized as outstanding and named as its first members. They were chosen from about 100 retired or practicing teachers who had been nominated by school boards and Southern literature in general. Mr. Bradford has written dozens of essays and several books on topics ranging from the fall of the Confederacy to Caroline Gordon's stories about the Civil War.

Among his more provocative views is the premise that the nation's founders never intended that the country be dedicated to equality. "The cult of equality," he writes in a recent essay, "is the opiate of the masses in today's world—part of the larger and over-pavilion for uniformity or freedom from distinction."

He says people are equal to minorities outside the law, but that "endless attempts at social engineering" to give people "equality of condition" are destructive. "Those who believe everyone is entitled to equal opportunities, he says, 'create unfounded expectations,' because some people simply aren't equipped to succeed. A

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Spring Garden College will close in fall

PHILADELPHIA—Unable to resolve financial problems and faced with a declining enrollment, Spring Garden College has announced it will not open in the fall. The college, which was founded in 1851, is considered to be the nation's oldest independent school of technology. It had an operating budget of \$5.5-million but a debt of more than \$10-million. Attempts by the college to sell the campus to other institutions, then leave back part of the property, fell through.

(His views about Lincoln are not unique, although most Lincoln scholars hold a much more favorable view and believe his opposition to slavery was genuine.)

In a speech at Macalester College, which was in the process of revising its curriculum to make it more multicultural, he cautioned efforts to revise the canon as "trivial nonsense."

"Genuine humanism"

He says, "The most important position with multiculturalism is that it doesn't see the importance of texts that address our generic humanity—what an outlier has to say about death, which is a universal human experience, about whether or not there's something worth risking life for—those are not culturally specific."

A sixth-generation Texan whose great-grandfathers fought for the Confederacy, Mr. Bradford describes himself as a "man of many hats"—a rhetorician who is just as comfortable discussing the history and politics of the South as he is the literature. An authority on William Faulkner and Southern literature in general, Mr. Bradford has written dozens of essays and several books on topics ranging from the fall of the Confederacy to Caroline Gordon's stories about the Civil War.

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As an example, that too many single black women are mothers.

When he travels to the North to deliver a lecture, "I always wear my Stetson hat, not I think my speech gets a little thicker." At home, in friendlier territory, he is generally popular with students and rarely discusses his views on race and equality. The university has no full-time black faculty members, and black students enrolled by *The Chronicle* were unfamiliar with Mr. Bradford's more controversial views. Further, since no one has been pushing the university to revise its curriculum, he hasn't attracted much attention with his statements on multiculturalism.

"Well Liked on a Teacher"

"His views aren't necessarily applauded by everyone, but he's well liked as a teacher," says Mark Zuniga, a senior who serves as editor in chief of the campus newspaper, *University News*.

"This is a conservative university," he adds, "and a lot of students appreciate the stands he takes. They may not yearn for a return to the antebellum South, but they certainly like the positions he takes on more modern issues like abortion and the necessity for morality in law."

Although he says he has no political ambitions himself, Mr. Bradford worked on George Wallace's 1972 campaign for President, and more recently, wrote newspaper editorials on behalf of Patrick Buchanan when he was running for the Republican Presidential nomination. "I have some gifts in the rough and tumble of Texas politics, but I'm a school teacher," he says. "That's a high enough calling for me."

PORTRAIT

6th-Generation Texan Takes On 'Trendy Nonsense'

By KATHERINE S. MANGAN

Wearing a Stetson and protected by skin "as thick as an old buffalo's," Melvin E. Bradford invites controversy nearly everywhere he goes, whether he's blasting college's efforts to make their curriculum multicultural or challenging assumptions of racial equality.

At the University of Dallas, a small, Roman Catholic institution where he is a professor of English, he is generally viewed as a gifted literary scholar and a popular teacher. But Mr. Bradford, who relies a lively debate, provides plenty of material when he heads out on the national lecture circuit.

He told a gathering of Lincoln scholars in Gettysburg, Pa., that President Lincoln was a manipulator and a hypocrite concerned primarily with advancing his political career. Among other things, he told the scholars that a detailed study of Mr. Lincoln's rhetoric reveals that while he spoke of his hatred for slavery, he never, thus far, tried to recover runaway slaves, and even told racial jokes.

(His views about Lincoln are not unique, although most Lincoln scholars hold a much more favorable view and believe his opposition to slavery was genuine.)

In a speech at Macalester College, which was in the process of revising its curriculum to make it more multicultural, he cautioned efforts to revise the canon as "trivial nonsense."

"Genuine humanism"

A sixth-generation Texan whose great-grandfathers fought for the Confederacy, Mr. Bradford describes himself as a "man of many hats"—a rhetorician who is just as comfortable discussing the history and politics of the South as he is the literature. An authority on William Faulkner and Southern literature in general, Mr. Bradford has written dozens of essays and several books on topics ranging from the fall of the Confederacy to Caroline Gordon's stories about the Civil War.

Among his more provocative views is the premise that the nation's founders never intended that the country be dedicated to equality. "The cult of equality," he writes in a recent essay, "is the opiate of the masses in today's world—part of the larger and over-pavilion for uniformity or freedom from distinction."

He says people are equal to minorities outside the law, but that "endless attempts at social engineering" to give people "equality of condition" are destructive. "Those who believe everyone is entitled to equal opportunities, he says, 'create unfounded expectations,' because some people simply aren't equipped to succeed. A

As an example, that too many single black women are mothers.

When he travels to the North to deliver a lecture, "I always wear my Stetson hat, not I think my speech gets a little thicker." At home, in friendlier territory, he is generally popular with students and rarely discusses his views on race and equality. The university has no full-time black faculty members, and black students enrolled by *The Chronicle* were unfamiliar with Mr. Bradford's more controversial views. Further, since no one has been pushing the university to revise its curriculum, he hasn't attracted much attention with his statements on multiculturalism.

"Well Liked on a Teacher"

"His views aren't necessarily applauded by everyone, but he's well liked as a teacher," says Mark Zuniga, a senior who serves as editor in chief of the campus newspaper, *University News*.

"This is a conservative university," he adds, "and a lot of students appreciate the stands he takes. They may not yearn for a return to the antebellum South, but they certainly like the positions he takes on more modern issues like abortion and the necessity for morality in law."

Although he says he has no political ambitions himself, Mr. Bradford worked on George Wallace's 1972 campaign for President, and more recently, wrote newspaper editorials on behalf of Patrick Buchanan when he was running for the Republican Presidential nomination. "I have some gifts in the rough and tumble of Texas politics, but I'm a school teacher," he says. "That's a high enough calling for me."



Melvin E. Bradford: "The more privileges black Americans have had, the worse they seem to do."

lowering man with a gracious manner, self-deprecating sense of humor, Mr. Bradford says he rarely receives a hostile response, even when addressing people who don't agree with him.

"I'm good natured, and my personal presence doesn't encourage a hostile response," he says. "I'm 6-foot-5 and over 300 pounds, so I don't bring out the aggressive side in people. But I'm not afraid of other opinions. My hide's just as thick as an old buffalo's."

Battle Over Humanitarian Post

Nevertheless, his views have at times got him into trouble. In 1981, he was reported to be one of three candidates under consideration to head the National Endowment for the Humanities. But fierce opposition from neoconservatives to his views on Lincoln prompted the Reagan Administration to nominate William J. Bennett instead.

His critics, he contends, "put together a myth of me that was useful in getting Bennett in instead of me."

He adds: "They knew he occasionally makes a provocative noise, and I generally don't." Part of that myth, he says, is the assumption that he is racist.

"I'm not a scientific racist," Mr. Bradford says. "But blacks as a group have been here a long time and, for some reason, making them full members of our society has proven almost impossible. They remain outside the law, but that 'endless attempts at social engineering' to give people 'equality of condition' are destructive. Those who believe everyone is entitled to equal opportunities, he says, 'create unfounded expectations,' because some people simply aren't equipped to succeed. A

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Scholarship

A new surgical technique for removing gallbladders was the hottest subject of scientific research in 1991, according to the publication *Science Watch*.

The newsletter's editors scanned data bases in more than 8,000 areas of science to look for groups of published papers indicating rapidly emerging areas of research.

Although the technique for removing gallbladders, known as a laparoscopic cholecystectomy, was invented in 1987, *Science Watch* says the method is being refined quickly. Under the procedure, surgeons use a fiber-optic cable to watch as they manipulate their instruments through small incisions. Then surgeons remove the gallbladder through the incisions, without having to slice open the abdomen.

Second on *Science Watch*'s list was research on the effect of serotonin, a substance contained in some blood cells. In some patients with heart disease, scientists have discovered that serotonin constricts blood vessels, worsening the symptoms of the disease, instead of expanding the vessels as it usually does.

Although biomedical research dominated the top of *Science Watch*'s list, chemistry and physics also had a place in the Top 10, with such topics as buckyballs, a newly discovered form of carbon; and matter-wave interference experiments, which are used to explore the basic properties of atoms and radiation.

The Police Department in Buffalo may get some ideas about how to make its drug-enforcement efforts more efficient from a mathematical model developed by industrial engineers at the State University of New York at Buffalo and Carnegie Mellon University.

Alok Baveja, a doctoral student at Buffalo and the principal researcher, spent 10 months accompanying city police officers on their beats, observing crackdowns on drug dealers, and interviewing police officials to get a "holistic picture" of enforcement efforts—not only how the police operate, but also how drug dealers behave. From his findings, he developed a mathematical model indicating how the Buffalo police might best allocate their resources to fight drugs.

His equations show, for example, that enforcement efforts are most successful when the money spent on a crackdown exceeds the total drug profits in a given "market," or neighborhood.

He also found that sometimes the best approach is to vary the intensity of enforcement, keeping dealers off guard.

Mr. Baveja said his research, which has not yet been published, but has received some publicity, had played the interest of state officials in Illinois, but that the Buffalo police had so far been mostly silent.

"They said they're going through it very carefully," he said.



FROM THE MARK TWAIN PROJECT OF THE BANCROFT LIBRARY

A Scholar's Provocative Query: Was Huckleberry Finn Black?

A forthcoming book may revise the way critics look at American literature and define multiculturalism

By Karen J. Winkler

ERNEST HEMINGWAY once wrote that "all modern American literature comes from one book by Mark Twain called *Huckleberry Finn*." Published in 1884, the novel has found a place at the very center of the American literary canon.

Now a University of Texas scholar is asking, "Was Huck black?"

In a book to be published by Oxford University Press next spring, Shelley Fisher Fishkin argues that Twain based much of what scholars say was innovative about the character and language of his protagonist, Huck, on a black child he met in the 1870's. Further, Ms. Fishkin says, Twain drew on boyhood memories of the rhetorical style of a black slave to help him develop a new genre of social commentary.

Ms. Fishkin's book, *Was Huck Black? Mark Twain and African-American Voices*, is likely to have a major impact, not just on the way scholars interpret a mainstay of the American literary canon, but also on the way scholars define that canon. By calling attention to the way multicultural voices have influenced mainstream literature, it suggests that traditional views of the dichotomy between majority and minority cultures may be flawed. In so doing, the book gives the term multiculturalism a new meaning.

Literary critics have viewed the publication of *Huckleberry Finn* as a watershed, both legitimizing the vernacular voice of comic genre. But critics have traced the roots of the novel and its narrator to white sources, ranging from the humorous literature of the American Southwest to an outcast named Tom Blankenship, whom Twain knew as a boy. They have generally looked to black sources only for Twain's portraits of black characters.

Both approaches were too narrow, says Ms. Fishkin, a professor of American studies at the University of Texas at Austin. "Literary criticism has been segregated. The assumption has been that white texts grew out of a white tradition, black texts

out of a black tradition. I'm suggesting that African-American voices have helped shape what we have thought of as mainstream American literature. The implication is that we need to pay more attention to African-American culture, even when we study the canon. By the same token, we have to be aware of the influence of canonical works on African-American writing."

Scholars to whom Ms. Fishkin has shown her manuscript say it will spur them to change the way they think about American literature.

'A Samson Thing on the Church'
For Twain scholars, says Justin Kaplan, a Pulitzer Prize-winning biographer of Twain, "the book will shake things up considerably."

He added: "We knew Twain's prose came out of a Mississippi River tradition, but no one has put the evidence together to claim he drew on black rhetoric in this way."

For the humanities in general, Ms. Fishkin's argument shows that the very terms of the multiculturalism debate today are "incorrect," says David Bradley, a novelist and a professor of English at Temple University. "One side wants to keep canonical texts in the curriculum, the other to throw them out. Both assume that the works that have been acknowledged by the text of time are emblematic of white European culture. Shelley blows that argument out of the water."

"She's done a Samson thing on the whole damn church," he adds.

Ms. Fishkin didn't set out to topple an

"We knew Twain's prose came out of a Mississippi River tradition, but no one has put the evidence together to claim he drew on black rhetoric in this way."

intellectual edifice; the idea just kept coming up in her mind.

She was working on a book about Twain's unpublished or little-known writings on race when she came across a note he had written in *The New York Times* in 1874, two years before he started on *Huckleberry Finn*. Entitled "The Jiminy," the article described a black boy whom Twain called "the most articulate, mild and exhaustless talker I ever met across."

That description rang a bell, Ms. Fishkin set out to compare Jiminy with that of another African-American boy, Finn. She had planned to include her search in a chapter of her book about Twain and race, "but arguments about the style of Huck kept waking me up at night," she says.

Taking time out from her original project, she decided to expand her work on *Huckleberry Finn*. In the resulting manuscript, she draws on a wide range of analyses of Huck's language and style, and shows their striking similarity to that of Jiminy.

For example, Ms. Fishkin cites boys' penchant for repetition and verbs, for coining new words, their understanding of the adult world, and aversion to cruelty that set Huck off as a more satiric precursor in Southern vernacular literature.

A Conception of Satire

"Many of the elements of satire and irony were recognized as characteristic of the speech of African-American slaves," says Twain's day, and have been described by linguists to "Black English" in our day," Ms. Fishkin points out. "I

Jiminy may have sparked in Twain a sense of the potential of a vernacular style that later became Huck Finn."

Twain may have had another model in mind named Jerry, whose satiric mode the young Twain used to sneak out of his house to hear, Jerry may have been both Huck's role as a trickster and the



WILL VOUGLAKIS FOR THE CHRONICLE

his conception of satire, Ms. Fishkin

shows that, in an article published after his death, Twain used similar language to describe Jerry and Huck Finn when he introduced the character in *Tom Sawyer*.

Ms. Fishkin places both *Huckleberry Finn* and Twain's description of Jerry in the context of recent scholarship that has identified a black rhetorical style derived from slavery. She links the style Twain used to that described by Henry Louis Gates Jr., as "signifying"—a way of saying things boldly and of giving words a double meaning.

She is not saying that all of Twain's work was done by black voices, but that in

Huckleberry Finn, the book we think of as quintessentially American, he allowed black voices the must play to mix with white voices," Ms. Fishkin says.

While some folklorists and historians have argued that class cut across racial lines in the South to forge a common culture among poor black and white people, literary critics have been slow to look at that kind of cultural mixing, she says.

Dazzling Detective Work

Scholars who have read Ms. Fishkin's manuscript say that it is more than just a call for future research on the intermingling of cultures; it serves as a model for how such research should be pursued.

Mr. Gates, a professor of English and

Shelley Fisher Fishkin: "I'm suggesting that African-American voices have helped shape what we have thought of as mainstream American literature."

have long discussed—the sources of the author's language.

Victor Fischer, an associate editor of the Mark Twain Papers at the University of California at Berkeley, says that although there is documentary proof that Jiminy was a real child, "I have some reservations about whether he could have served as much as a model for Huck as Shelley says. That requires an act of intuition after the fact."

He adds: "But what resonates for me, as I think it would have for Clemens, is Shelley's synthesis of all the different linguistic models he drew upon, including hitherto unacknowledged African-American voices."

'Twain's Racial Attitudes

Other scholars believe Ms. Fishkin's work adds nuances to the debate about Twain's attitudes toward race. Readers have long disputed whether Twain was a racist product of his times, or a humanitarian who transcended them. They have found evidence for both views in his portrayal of black characters, whom he treated with compassion, but whom he often called "nigger" and portrayed in stereotypical fashion.

"We know Twain was sympathetic to black people, but there's always been disagreement about just how much he was willing to let that sympathy show in his fiction," Mr. Sloane says. "Shelley shows Twain synthesizing his sympathy into art."

For Ms. Fishkin, the point is not whether Twain's use of black voices was conscious or unconscious—that, she says, she cannot answer. And she acknowledges that his portrayal of black characters, like Jim in *Huckleberry Finn*, was often limited.

"But Twain's imagination was multicultural—and that has important implications for the way we study American literature. We have to pay more attention to African-American culture and tradition, even when we study the canon," she says.

Indeed, some scholars see Ms. Fishkin's book as a signpost, indicating a new direction for literary scholars to follow in thinking about the meaning of multiculturalism.

Looking at Cultural Context

Mr. Gates says: "When I was a student in the 1960's, my professors still thought of the great American tradition as white and male, and that was about it. Then, from the late 1960's on, some of us began to analyze a self-contained black tradition as a corrective. Now people are beginning to look at cultural context."

African-American novelists such as

Continued on Following Page

A Scholar's Provocative Question: Was Huckleberry Finn Black?

Continued From Preceding Page
 Ellison and David Bradley, who have noted that canonical authors influenced their own work, have been among the first to call attention to the intermingling of cultures. Mr. Ellison told Ms. Fishkin in an interview that, when he was a child, Twain's language so resonated with his own experience that he nicknamed his brother "Huck."

Mr. Bradley says that academics have been slow to explore the interrelationship between black and white culture. "Mostly, this kind of talk has come from people on the fringes—writers outside academe."

Getty Trust Names Postdoctoral Fellows in History of Art

The J. Paul Getty Trust has announced the names of recipients of the 1992 J. Paul Getty Postdoctoral Fellowships in the History of Art and the Humanities. The 15 scholars, who received their doctorates within the past six years, were each awarded stipends—for one or two years—designed to free them at the beginning of their professional careers to pursue research and writing.

Following are the names of the scholars, their institutional affiliations, and the subjects of their research.

Stanley Ake, assistant professor, San Francisco State U.; ordinary images—non-elite Chinese art and culture of the fifth and early sixth centuries.

Fredrik Botter, assistant professor, Hood College; new antiquity—Aegean, classical, and Hellenistic art and representation.

Anna Burton, assistant professor, U. of Chicago; Chen Hongshou, poet-painter of the late Ming period, and the language of self-representation.

Catherine Campbell, assistant professor, U. of Alberta; art in the communal court—San Diego.

Edward de Waack, curator, Museum of Ethnology (Rotterdam, the Netherlands); the language of spatial organization in Moche art, Peru, 100 A.D.-A.D. 650.

Johanna Druce, assistant professor, Columbia U.; late 19th-century inscription, visually, and interpretation.

Lisa Dwyer, assistant professor, Hobart and William Smith Colleges; sexual difference and the allegorized body in the work of Peter Paul Rubens.

Laurence Eames-Mercham, independent scholar, France; minerals and their use in real and painted decoration in Italy from late antiquity to the quattrocento.

Reich Hagan, assistant professor, State U. of New York at Buffalo; the life and works of Max Ernst—the artist as an individual creative personality.

Robert Koble, assistant professor, Ruhr U. Bochum (Germany); Adolf von Menzel's Friedrichshagen studies in the relationships between politics and aesthetics in Berlin in the mid-19th century.

Nicholas Miroff, assistant professor, U. of Texas at Austin; silent poetry—textual and visual representation, 1750-1920.

Karen Peltus, assistant professor, Northwestern U.; daily images—the iconography of the body in Italian advertising in the 1930s.

Anna-Maria Sankari, independent scholar, New York; Harbonyan Paria.

Reynold Stedman, fellow, Columbia U.; image and word—the anti-imaginal realist image in 19th-century photography.

Billy Stale, assistant professor, U. of California at Irvine; the rhetoric of the editorial and the colorist—the rhetoric of photography and material culture between the wars.

"I think there is going to be blood on the floor, because some people who have made their academic reputations defining a separate black tradition will interpret Shelley's book as very threatening," he adds.

Overlapping Racial Traditions

Other scholars say Ms. Fishkin's work does not so much deny the existence of separate black and white traditions in America, as call attention to the ways in which they have overlapped. In that, she joins a small but growing chorus in academe raising new questions about the nature of the literary canon. Such critics as Arnold Rampersad,

Werner Sollors, Eric Sundquist, and Richard Yarbrough, for example, have begun to examine the

"Some people who have made their reputations defining a separate black tradition will interpret Shelley's book as very threatening."

cross-fertilization between black and white writing and music. In her book *Playing in the Dark*,

released this year, the novelist Toni Morrison calls for an examination of the way race and the 400-year presence of black people in the United States have influenced mainstream American writers.

"Through significant misreadings, through the way writers peopled their work with the signs and bodies of this presence—one can see that a real or fabricated Africanist presence was crucial to their sense of Americanness," writes Ms. Morrison.

Mr. Rimpersad, a professor of literature and American studies at Princeton, sees Ms. Fishkin's work as "a wonderful response to Toni Morrison's challenge, and a

step—a major step—in the recognition of the intermingling between black and white cultures in the United States."

Mr. Yarbrough, a professor of English at the University of California at Los Angeles, says that their looking at black literature, not studying it as separate American culture, can help without the other approach. "We leave issues of race to the studies—or of gender to the studies—we run the risk of polarizing them. But we need to attend in society or in the world where we can afford to pay attention to black literature's own right."

He adds: "We're not there. But work like Shelley's moves us further along."

Publishing

Many people could name some of the men who were prominent writers of the Harlem Renaissance period—novelists and poets such as Langston Hughes, Claude McKay, and Jean Toomer. But what about the women?

That's what Mary Knopf began to wonder after taking a course on female American writers at the University of Cincinnati two years ago. For the course, Ms. Knopf read a novel called *Phonetic* by Jessie Redman Fauset, who wrote during the period. "I loved this book, and I wanted to know more about her," she says.

One day in New York she visited the Schomburg Center for Research in Black Culture and began searching through the microfilm, looking for other work by Fauset. She found several more stories as well as four novels and many reviews and translations.

That piqued her curiosity about other black women writing during the Harlem Renaissance who had faded from public view. "I like many things, with the men of the Harlem Renaissance, you could find reprints of their work. But not for the women," Ms. Knopf says. While still a student, she put together a proposal for an anthology of their writings and sent it off to Rutgers University Press.

Rutgers had already published a collection of women's poetry of the Harlem Renaissance, and Ms. Knopf's proposal fitted well with the press's interests, says Leslie Mitchner, executive editor at the press. "My biggest concern wasn't her age but how the academic community would respond to a white woman academic doing a project like this," Ms. Mitchner says. After discussing the proposal with several black women scholars, all of whom expressed

great interest in the project, she offered Ms. Knopf a contract.

Rutgers plans to release the book, tentatively titled *Harlem Renaissance Stories* by *Womankind*, next spring. Ms. Mitchner calls it the first definitive edition of short stories by black women writers of the period. It includes works by Jessie Redman Fauset as well as Nella Larsen, Alice Dunbar-Nelson, and Zora Neale Hurston, probably the best-known woman writing at the time. The book includes an introduction by Ms. Knopf on the history of the period and a foreword by Nella Y. McKay.

Although she bears the same name as one of the most prominent publishing houses in the country, Ms. Knopf, recently graduated from Cincinnati and now a marketing assistant at Oxford University Press, says she is not related to the founders of Alfred A. Knopf Inc.

It's an unusual format for a highly respected physics journal, but Halmut A. Abt, managing editor of *The Astrophysical Journal*, sincerely believes a picture is worth a thousand words. Moving pictures, that is.

Starting with the July 10th issue, Mr. Abt plans to produce a video version of the journal, featuring computer simulations and moving pictures of instrumental phenomena that are critical to understanding an increasing number

of discoveries in astrophysics, but that can't be displayed on paper.

Mr. Abt, an astronomer at the National Optical Astronomy Observatories in Tucson, Ariz., says the videos won't replace the written journal, which is published three times a month, but will serve as a supplement to some of the issues. Papers that include moving pictures of simulations or astronomical observations will be compiled in a single issue of the journal, which will be sent to subscribers with a video tape. Mr. Abt plans to publish the video tape twice a year—or more frequently, if the format proves popular with authors and subscribers.

Mr. Abt got the idea from recent meetings of the American Astronomical Society, where a dozen or so authors brought videos of computer simulations to illustrate their talks. A computer simulation, he says, "is not the kind of thing you can illustrate very well in a couple of graphs in captions. So, I thought, hey, why not try it in the journal?"

The first issue of the video will feature five segments—four of which are computer simulations and a fifth that depicts an unusually clear observation of the sun superimposed with data gathered on the sun's magnetic fields. Mr. Abt says the 50-minute video will cost about \$6 a subscriber to produce and mail.

Adrian L. Melott, an astrophysicist at the University of Kansas who has a computer simulation in the journal's first video, says the format will be a useful tool for scientists. By looking at data in a computer simulation, he says, "the eye can make out a lot more relationships than in graphs and equations."

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*As of April 30, 1992. For more complete information about Fidelity mutual funds, including fees and expenses, call for a prospectus. Read them carefully before you invest or send money.

NEW SCHOLARLY BOOKS

Compiled by NINA C. AYCOCK

The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

ETHNOLOGY

Controlled Professions in Amazonia, by Vanessa Schmitz and Charles H. Waggoner (University Press, 418 pages, \$35). Shows how national and international forces have shaped contemporary social groups for control of a Amazonian region in Peru, Brazil.

Ancient Social History, by Scott R. Sandage (University Press, 312 pages, \$35). In-depth study of the ancient Indian history to evaluate different anthropological theories of social structure and change.

The World of the Swahili: An African Social History, by Scott R. Sandage (University Press, 320 pages, \$35). A study of the Swahili and their role in the development of East Africa.

THE POETRY OF THE PAST

The Poetry of the Past, by Andrew Ross (Cornell University Press, 248 pages, \$29.95). Argues, among other things, that Homer grounded his poetic

theory on religious rather than literary or historical terms.

CLASSICAL STUDIES

The Amarna Letters, edited and translated by William L. Moran (Johns Hopkins University Press, 461 pages, \$60). Translations of cuneiform tablets that contain the diplomatic correspondence of Egyptian pharaohs during the mid-14th century B.C.

Homer: The Poetry of the Past, by Andrew Ross (Cornell University Press, 248 pages, \$29.95). Argues, among other things, that Homer grounded his poetic

RELIGION

The Battle for Coal Miners and the Politics of Nationalization in France, 1840-1860, by Darryl Holt (Northern Illinois University Press, 264 pages, \$35). Discusses the mining industry's shift from private to nationalized production, as well as the politics of its role in post-war economic recovery.

Elizabethan War and Politics, 1558-1603, by Wallace T. MacCallister (Princeton University Press, 352 pages, \$25). The final book of three volumes on Elizabethan politics; topics include the Queen's reluctant pursuit of war with Spain and the conquest of Ulster.

The Fabrication of Louis XIV, by Peter Burke (Yale University Press, 288 pages, \$35). Explores the relationship between art and power in a study of representation of the French king over the many decades of his reign.

Impossible Individuality: Romanticism, Revolution, and the Origins of Modern

Selfhood, 1787-1802, by Gerald N. Lenzenberg (Princeton University Press, 344 pages, \$39.50). Focuses on Schlegel, Schlegel, and Schlegel, and the development of the concept of selfhood in England, France, and Germany.

The Infatuation: The Voyage and Adventure of William Monckton, an indentured servant, edited by Susan E. Klepp and Billy G. Smith (Pennsylvania State University Press, 178 pages, \$25 hardcover, \$12.95 paperback). Memoir of an Englishman who traveled to America as an indentured servant in 1729.

Keenness of the Revolution: New York at Work in the Early Republic, edited by Paul A. Dittler and Howard B. Rock (Columbia University Press, 288 pages, \$39.95).

Methodist Missionary in Canada and the Orient, 1883-1928, by Rosemary R. Ogan (McGill-Queen's University Press, distributed by University of Toronto Press, 281 pages, \$39.95). U.S.A. Traces the experiences of female missionaries in Japan, western China, and in the immigrant and indigenous Indian communities of Canada.

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Methodist Missionary in Canada and the Orient, 1883-1928, by Rosemary R. Ogan (McGill-Queen's University Press, distributed by University of Toronto Press, 281 pages, \$39.95). U.S.A. Traces the experiences of female missionaries in Japan, western China, and in the immigrant and indigenous Indian communities of Canada.

RELIGION

Elizabethan War and Politics, 1558-1603, by Wallace T. MacCallister (Princeton University Press, 352 pages, \$25). The final book of three volumes on Elizabethan politics; topics include the Queen's reluctant pursuit of war with Spain and the conquest of Ulster.

The Fabrication of Louis XIV, by Peter Burke (Yale University Press, 288 pages, \$35). Explores the relationship between art and power in a study of representation of the French king over the many decades of his reign.

Impossible Individuality: Romanticism, Revolution, and the Origins of Modern

Selfhood, 1787-1802, by Gerald N. Lenzenberg (Princeton University Press, 344 pages, \$39.50). Focuses on Schlegel, Schlegel, and Schlegel, and the development of the concept of selfhood in England, France, and Germany.

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TIAA Foresees Stable Interest Rates for Retirement Fund

Continued From Preceding Page
50.1 per cent in securities, 38.4 per cent in mortgages, 10 per cent in real-estate holdings and 1.5 per cent in other assets.

A review of the 1991 TIAA investment supplement shows the following trends:

■ The downturn in the real-estate market prompted TIAA to reduce dramatically the amount of new real-estate investments in 1991, in favor of securities. The company made about \$8-billion

worth of new investments in 1991. Nearly 79 per cent of them were in securities; only 21 per cent were in real-estate and mortgages. In 1990, by comparison, nearly 42 per cent of the company's new investments were in real-estate and mortgages, and 58 per cent were in securities.

Mr. Jones said he expected TIAA's new investments this year to follow the same pattern as in 1991.

"We still have an appetite for good mortgage and real-estate investments," he said. But he added,

"As long as the volume of new commercial construction is low, then probably our percentage of assets devoted to new investments in mortgage and real estate" will be lower than in the past.

TIAA's real-estate investments totaled \$3.4-billion in 1991. For the year, TIAA's real-estate investments in mortgages and real estate have involved shopping centers and steered away from office buildings.

■ Over all, the net rate of return

only 2.6 per cent of TIAA's mortgage holdings were below investment grade.

■ Nearly 45 per cent of TIAA's mortgage holdings involved office buildings and almost 29 per cent shopping centers. Because the market for office buildings "remains severely overbuilt nationwide," the investment report says, TIAA's most recent investments in mortgages and real estate have involved shopping centers and steered away from office buildings.

■ Over all, the net rate of return

"If you're an investor who is investing at the peak and selling at the trough, you've got a problem. That's not our situation."

on TIAA's investment portfolio in 1991 was 9.36 per cent, down from the previous four years (9.76 per cent in 1987 and more than 10 per cent from 1980 to 1989). However, TIAA officials say the 1991 return was still above the average return in the insurance industry—9.06 per cent. Historically, TIAA's rate of return has been about 3 per cent higher than general interest rates, Mr. Jones said.

TIAA has invested more heavily

Personal & Professional

in mortgages and real estate other than insurance companies, Jones said, because "we're using a different investment vehicle than most other insurance companies."

Avoiding "Insidious Threats"
"We're in the business of selling retirement assets," he said. "One of the most insidious threats to people's potential retirement is the threat of inflation. It's performed the asset class that's done the worst in the real estate."

For 1992, Mr. Jones said, officials expect the company's return on its investment in the percentages of foreclosed mortgages and real estate investments in its portfolio to be about the same level as in 1991.

"If you're an investor who is investing at the peak and selling at the trough, you've got a problem. That's not our situation," Jones said. He added: "There's just a lot of people out there who are extremely weak market like we can ride out the downturn in the real-estate cycle. In the real-estate cycle, I'm sure there'll be a downturn. I'm sure there'll be a downturn."

"Policy holders can obtain the report, at an charge, by calling TIAA-CREF publications at 842-2733, ext. 5509.

Information Technology

TEACHING WITH TECHNOLOGY

- Documentary videotape examine the "Challenger" disaster
- Genetics students will "design" and "mate" flies on computers
- 3-D graphics program teaches sophomores about molecules
- Digitized gallery is created for the study of art movements

A professor at the State University of New York at Binghamton has made a set of documentary videotapes of the "Challenger" space shuttle disaster in a course on organizational decision making.

For 1992, Mr. Jones said, officials expect the company's return on its investment in the percentages of foreclosed mortgages and real estate investments in its portfolio to be about the same level as in 1991.

experiment, says Robert Deshar, an assistant professor of biology who designed the program. "FlyLab" provides tremendous flexibility," he says. "Students see mutations, such as curly wings or wingless, and they actually see what the fly looks like."

Students design their parent flies in the program's "construct a fly" window, selecting from numerous possible mutations. Then they drag two flies into the "mating" window and click the "mate" button. Another window appears, showing the offspring.

Any two flies can be mated to produce a new offspring, which then can be mated to produce subsequent generations.

Students study the offspring to determine which traits are inherited and in what proportions.

For more information, contact Mr. Deshar, Department of Biology, California State University, 5151 State University Drive, Los Angeles 90032; (213) 343-2056; RDH@HILL.NET.CALSTATE-EDU. —KATHLEEN S. MANGAN

Sophomores enrolled in introductory organic chemistry at Duke University are learning about molecules with a three-dimensional graphics program previously reserved for graduate students.

Ned A. Porter, a professor of chemistry, says he introduced the computer simulation—called "Chem 3D+."—last semester because it "had a lot of meaning" at the graduate level. "It helps students visualize molecules and get insight into their structure," he says. "One of the major problems students have in thinking in 3-D."

With the program, which runs on Apple Macintosh computers, students watch simulated molecules change their shapes and behavior among atoms.

The simulation shows how molecules absorb and emit energy. When the simulation is completed, the computer displays a color photograph of the molecule in your hand," Mr. Porter says. "You can turn the picture over and see it from different angles."

Mr. Porter says his students were enthusiastic about the program. "A couple of students who had not done well in organic chemistry before and who were taking it for a second time told me how helpful it was to visualize the molecules," he says.

Students also like the program because they can replay the class-

room demonstrations on computers in the library.

For more information, contact Mr. Porter, Department of Chemistry, Duke University, Durham, N.C. 27706; (919) 660-1550. —A.T.W.

A faculty member at Western Michigan University is creating a computer art gallery for students studying Abstract Expressionism, Impressionism, and other art movements.

For the last six months, L. John Link, a professor of art, has been digitizing the color slides he shows in his class and making them available on a Next machine for art-history students to examine after class. Using a scanner, he has completed about 150 slides and has incorporated them with text into the computer.

"The question I always get from art-history students is, 'Why can't I get a chance to look at slides out of class?'" Mr. Link says. "We can't tend out those slides because they are needed by other instructors and, in most cases, we only have one copy of each slide."

This seemed like a logical solution.

When it comes to color reproduction, the images on the computer screen are better than the slides shown in the classroom, Mr. Link says. In classes, students have to have enough light to make notes, and that is usually too much light to see the true colors, he adds.

Mr. Link says he hopes to digitize more than 2,000 more of the art department's 100,000 color slides.

For more information, contact Mr. Link, Department of Art, Western Michigan University, Kalamazoo, Mich. 49008; (616) 387-2453. —A.T.W.

Briefly Noted
■ Rensselaer Polytechnic Institute is experimenting with a multimedia laboratory course to teach 400-level students about "emerging technologies." The microprocessors built into everything from automobiles to microwave ovens. The lab course, which offers video demonstrations and interactive exercises, will be required of all engineering majors by 1993-94.

■ In a study at the University of Illinois at Urbana-Champaign, chemistry students who completed their "wet" lab experiments with videodisk simulations did better on quizzes than students who completed the same experiments in the real lab.

The Learning Society: An Uncommon Sense Conversation with Diane Ravitch (Part I)

By Bernard R. Gillard, Ph.D.
Apple Computer, Inc.



"Everybody gets so much information all day long that they lose their common sense," lamented Gertrude Stein in *My Confessions on the Atlantic Coast*. That comment was made well before computers and telecommunications brought about the information explosion.

Today, more than ever, there's nothing common about common sense. Many of the education policymakers I've known over the last 20 years have been articulate; some have been inspiring; a few have been visionary. But no one has been as reliably sensible as Diane Ravitch.

As I write, I'm tempted to delete "sensible" and consult my on-line thesaurus for another word. After all, "sensible" describes a sturdy pair of shoes—the kind your parents make you buy when you start the snazzy ones in the window.

But it's the word I'm after, because it means, in part, "capable of receiving impressions from external objects." That's Diane. She constantly refers to her own experience of the world to guide her as she makes sense of the barrage of information that comes at us every day.

I recently asked for her thoughts about computers and testing, and instead of throwing facts and figures at me, she told me how it felt to take the written test that was required for a new driver's license when she moved to Washington, D.C.

"It was a computer test with 20 questions," she told me. "You had to get 15 answers right to get your license. So there was a real incentive to do well on the test, and I did. But I didn't feel the way I did when I went to take someone. There's no machine that can inspire in you the feeling you get when you place somebody who has high standards and who says to you, 'This is the best work you've ever done.'"

I met Diane Ravitch in 1973. I had just become deputy chancellor of the New York City Public Schools. I wanted advice from someone, and one of the first people I turned to was Larry Green of Columbia Teachers College. He introduced me to his former student, Diane Ravitch, a fine scholar and writer. And because I shared her belief that looking research in practice is the ultimate expression of scholarly commitment, I found her to be a real gem.

She is also a friend, and there is great warmth between us and our families. Of course, we haven't always agreed. I've often clipped a Ravitch article, put examination points in the margins, and sent it to everyone I know. I've never found her work dull or uninformative.

As her new driver's license advisor, Diane is now in Washington, D.C., where she is assistant secretary of Education and heads the Office of Educational Research and Improvement. I spoke with her in mid-April and thought I'd give you a chance to eavesdrop on our conversation.

BR: I'd like to hear about the approach your office is taking to educational technology.

DR: I see the role of the federal government as extending the use of technology, trying to help schools do more. The schools have been bypassed almost completely by the technological revolution, to the extent that schools have computers and other forms of technology, the technology tends not to be as fully utilized as it ought to be.

BR: What's getting in the way of that?

DR: It's not financial. Schools are run, in many cases, by a vast bureaucracy that is not entrepreneurial or progressive. That's why technology is used so much more effectively in the private sector. This is not to say that technology hasn't entered the schools at all. It's entered in bits and pieces.

I've spent a lot of time traveling around the country, as I know you have. Wherever I go, I see pioneers who are doing exciting things with distance learning and with interactive hypermedia, but it's not really permeating all over every classroom.

And we want to encourage people who are using technology in very creative ways. Take distance learning, for example. Distance learning is not about education—it's education. And I have seen distance learning systems in different parts of the country that are very exciting.

I saw a system the other day in Alabama in which thousands of seventh graders are learning about the "doing of science"—not just talking about science, not just learning vocabulary, but doing experiments and all sorts of really exciting stuff for kids that involves them in problem solving.

DR: Like everything else, it will be a matter of building a better mousetrap. I think it's going to happen, because as better applications currently doing is limited. And I think that with the increasing reach of television and other means of communicating, change will not take as long as it has in the past.

There's more—I'll print the rest of our conversation in my next column.

The National Center for Improving Science Education

REQUEST FOR INFORMATION

"The teacher, a national leader in science education reform, is currently profiling higher-education institutions for an national study of preservice science education of elementary school teachers. The study will culminate in the publication of a comprehensive technical report that will synthesize best practice and present models and recommendations to policymakers and practitioners nationwide. If your institution has been engaged in or is planning a reform of its science curriculum for preservice elementary school teachers, we would like to hear about it so that we can profile it in our report."

We are particularly interested in receiving input on:

- effective long-standing science programs,
- new courses or programs in science content and/or methods (including clinical experiences),
- collaborations between Science and Education faculty in the design and/or teaching of preservice courses or programs,
- collaborations between universities and elementary schools to improve the science preparation of elementary school teachers, and
- applications of technology in preservice teacher education in science.

To let us know of your interest in contributing to our study, please contact us by phone, FAX, mail, or e-mail as soon as possible but no later than Monday, August 3, 1992. Over we hear from you, we will follow up by arranging an opportunity to discuss your course(s) and/or program in greater detail.

Contact:

Dr. Aris Mielechinski
The National Center for Improving Science Education
2000 L Street, N.W., Suite 618
Washington, D.C. 20036
Phone: (202) 467-0652
FAX: (202) 467-0659
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NEW BOOKS ON HIGHER EDUCATION

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

The Art of Learning: A Self-Help Manual for Students, by Katherine M. Hammett (State University of New York Press, State University Plaza, Albany, N.Y. 12242-235; pages: 250; hardcover, \$9.95; paperback, plus \$2 for shipping).

A Century of Service: Land-Grant Colleges and Universities, 1860-1960, edited by Ralph D. Christy and Louise Williams (Transaction Publishers, Box C39, Rutgers—the State University of New Jersey, New Brunswick, N.J. 08903; 166 pages; \$27.95, plus \$3 for shipping).

The Complete Law School Companion: How to Survive and Thrive in Law School, by David L. Shapiro (Doubleday, Garden City, N.Y. 11530; 243 pages; \$24.95 hardcover, \$13.95 paperback, plus \$2 for shipping). A collection of essays on such topics as the development of "emancipatory" teaching theories and the value of teaching theories as a reality rather than a body of knowledge.

Planning a Quality Responsible Research: A Guide for Students and Faculty, by Joan T. Stuber (State Publications, 2455 Teal Road, Newbury Park, Cal. 91320; 163 pages; \$29.95 hardcover, \$14.95 paperback, plus \$3.50 for shipping). A handbook for social scientists, their students, and research ethics committees.

Quality Assurance in Higher Education: Proceedings of an International Conference, edited by John C. Craft (Palmer Press, Taylor & Francis Group, 1900 Frost Road, Suite 101, Broomfield, CO 80020; 266 pages; \$24.95 hardcover, \$14.95 paperback, plus \$3.50 for shipping). A collection of papers from a 1991 meeting sponsored by the Hong Kong Council for Academic Accreditation.

Religious Studies in Ontario: A State-of-the-Art Review, by Basil Rennie, William Chasman, James M. Smith, and others (University of Toronto Press, distributed by James M. Smith Press International, 165 First Avenue, Atlantic Highlands, N.J. 07716; 422 pages; \$29.95, plus \$3 for shipping). A description and analysis of the academic study of religion in the Canadian province, includes up-to-date chapters on such topics as diversity of teaching, faculty research, library resources, undergraduate curriculum, graduate education, and 20th-century college.

Shifting Boundaries: Conflicting Perspectives on the Situation of Jewish Education, edited by Robert Weisberg and Edward F. O'Neil (University of Chicago Press, 530 North Dearborn Street, Suite 1500, Northbrook, Ill. 60062; 228 pages; \$19.95 hardcover, \$9.95 paperback, plus \$2 for shipping). Topics include the role of academic libraries in career reform and bibliographic instruction and the "changing star."

Nurses of a Different Stripes: A History of the Columbia University School of Nursing, 1880-1980, by Gary Goldberger (Columbia University School of Nursing, 630 West 168th Street, New York 10032; 278 pages; \$27.95).

Podagry in Politics: Literary Theory and Critical Theory, edited by John R. Rigney (University of Illinois Press, 54 East Gregory Drive, Champaign, Ill. 61820; 243 pages; \$34.95 hardcover, \$13.95 paperback, plus \$2 for shipping). A collection of essays on such topics as the development of "emancipatory" teaching theories and the value of teaching theories as a reality rather than a body of knowledge.

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NEW COMPUTER SOFTWARE

The following list of computer software has been compiled from information provided by the publishers or by companies marketing the programs. Prices are subject to change without notice. For information about specific applications and hardware requirements, contact the companies directly.

COMPUTER PROGRAMS

Chemistry. "Use a Chem Tutor," for Apple Macintosh, Requires "HyperCard." Thirteen tutorials help students learn the major concepts and computational skills required in introductory chemistry courses; includes the mole concept, chemical stoichiometry 1 and 2, the gaseous state, kinetic theory, atomic structure 1 and 2, periodic table, chemical equilibrium, chemical kinetics, acids and bases 1 and 2, and oxidation-reduction; public-domain software; \$8 each for administrative cost. Contact: ChemTutor Software Group, 7630 Lindero Street, San Diego, Cal. 92121; (609) 800-4540 or (619) 296-0002.

Communications. "You Know Bridges," for IBM PC and compatibles. Provides security for computers on a network by controlling traffic within defined local areas, such as a computer laboratory, room, or building; filters messages by controlling information; can be used to protect to determine its destination; free on-line. Send answers to 776 (line) for protocol to VISA, MasterCard, or Visa; or contact Doug Karl, Academic Computing Services, Ohio State University, 1971 Neil Avenue, Columbus, Ohio 43210; (614) 292-4843.

Engineering. "Professional Translation Planner," for IBM PC and compatibles. Lets users plot engineering charts, path profiles, and multi-hour routes; modules include map, terrain, route, intermediate products, reference, and path; includes a knowledge base; quantity discounts and site licenses available. Contact: VSA Communications, 1171 Borden Road, Moscow, Idaho 83843; (208) 882-9254.

Engineering. "GENAID," for DOS VAX. "Design Manager's" suite for Integrated Decomposition. "Let's users automate the steps required in the analysis of subsystems and identify a possible multi-level structure for synthesis; displays data in an N x N matrix format and replaces matrix manipulation with a knowledge base for flexibility; \$1,000 for program; \$18 for documentation; ask about educational discount. Contact: Computer University of Athens, 382 Easle Street, Athens, Greece; (404) 542-3265.

Foundation data bases. "Source of Foundations," for Apple Macintosh and IBM PC and compatibles. Contains names, addresses, telephone numbers, e-mail information, programs, and other information for 11,000 foundations; \$349. Contact: Oreo Knowledge Systems, Box 280, San Antonio, Cal. 94797; (415) 461-4912.

Foundation data bases. "Source of Directors, Officers, Trustees," for Apple Macintosh and IBM PC and compatibles. Contains names of 50,000 directors, officers, and trustees of 11,000 foundations; \$429. Contact: Oreo Knowledge Systems, Box 280, San Antonio, Cal. 94797; (415) 461-4912.

Mathematics. "Function Probe," for Apple Macintosh. Lets students explore mathematical functions with three integrated tools: a calculator, a table maker, and a grapher; displays tools in linked windows so students can send information from one window to another; \$79; quantity discounts available. Contact: Intellimatics, Department OAP, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8353 or (805) 685-2100.

Mathematics. "Rational Finder," for Apple Macintosh. Pre-emptive student helps student understand the concept of linear relationships and develop ways to coordinate multiple representations of mathematical relationships; \$79; quantity discounts available. Contact: Intellimatics, Department OAP, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8353 or (805) 685-2100.

Mathematics. "Ray Deriver," for Apple Macintosh. Requires "HyperCard." Introduces students to elementary trigonometry and provides insight through symbolization, semantics, and available. Contact: Intellimatics, Department OAP, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8353 or (805) 685-2100.

Medicine. "A Model: The Arterial Blood Gas Learning Program, Version 4.2," for IBM PC and compatibles. Interactive program provides basic information on arterial blood gases; less students develop, refine, and test their skills with an vocabulary and data; \$105 for members; \$150 for others. Contact: Health Sciences Consortium, 201 Silver Cedar Court, Chapel Hill, N.C. 27514-1517; (919) 942-8731.

Medicine. "Histology Virtualities," for Apple Macintosh. Requires video display and "HyperCard." Software provides access to 107,000 images of cells, tissues, and organs contacted on the "Histology: A Photographic Atlas" videotape; topics include cytology, epithelial, connective tissue, muscle, nervous tissue, and the cardiovascular, lymphatic, respiratory, urinary, endocrine, digestive, and reproductive systems; \$210; quantity discounts available. Contact: Keyboard Publishing Inc., 482 Northwestern Road, Suite 111, Blue Bell, Pa. 19422; (215) 832-0945.

Metallurgy. "Metallurgy," for IBM PC and compatibles. Lets users screen any hypothetical or developmental alloy for either simple phase formation or the more complex form of phase diagrams; \$11 for documentation; ask about educational discount. Contact: Cosmic University of Georgia, 382 Easle Street, Athens, Ga. 30602; (404) 542-3265.

Statistics. "Student Edition of Minitab, Version 8," for Apple Macintosh and IBM PC and compatibles. Lets users do one-on-one or multiple regression, descriptive, analysis, and display tools; includes a student manual with case studies; 1971 Neil Avenue, Columbus, Ohio 43210; (614) 292-4843.

Statistics. "Spreadsheet Echo," for IBM PC and compatibles. Requires network or headsets. Provides a "Lotus 1-2-3" spreadsheet program reads book numbers in cells to make female vowels; lets users listen to numbers by row or by column, pause between cells, and determine the speed and volume they want; reads in English, French, German, Italian, Japanese, and Spanish; \$69. Contact: TechSource Corporation, One Richmond Square, Princeton, N.J. 08502; (609) 933-8980 or (609) 451-4365.

Utilities. "Quest, Version 4.0," for IBM PC and compatibles. Lets users develop interactive multimedia programs that include animation, audio and video, graphics, images, and text; includes a complete library of borders, screens, menus, and prompts; \$3,995. Contact: Affinity Communications Inc., 3223 Wiley Post Way, Salt Lake City, Utah 84116; (801) 537-7800.

Utilities. "Registered" for Sun systems. Lets users register images for further processing, determining rotation, translation, and scaling from reference images; \$1,250 for program; \$12 for documentation; ask about educational discount. Contact: Cosmic University of Georgia, 382 Easle Street, Athens, Ga. 30602; (404) 542-3265.

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Government & Politics

President and Congress Agree on Bill to Reauthorize Higher Education Act

Bush drops veto threat over direct-loan program; Pell Grant provision worries colleges

By THOMAS J. DELAUGHRY

WASHINGTON
Facing the threat of a Presidential veto, Congress and the Bush Administration agreed last week on a bill to reauthorize the Higher Education Act.

The Senate then passed the legislation unanimously. The House of Representatives is expected to approve the bill as well.

The legislation would govern Pell Grants, student loans, aid to black colleges, and other higher-education programs for five years. The current law expires September 30.

College officials said they were glad to

avoid a veto and to see lawmakers near the end of their 17 months of work on the bill. But some officials said they remained concerned about provisions in the bill that they said would end Pell Grants to many students.

Education Secretary Lamar Alexander issued a veto threat last month after a House-Senate conference committee approved a plan that would have ended federal guaranteed bank loans at 500 colleges and trade schools in favor of direct federal loans to students. The Secretary urged that the plan would add billions of dollars to the national debt.

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last week when the conference committee agreed to limit the direct-loan program to a pool of institutions where students have received a total of \$500-million in loans in a specified year. Congressional aides said the plan might include as many as 300 institutions.

'A Foot in the Door'
The final compromise was nearly identical to the plan the House approved in its reauthorization bill in March, which the Administration promised at that time to veto. Secretary Alexander said then that the plan was not a demonstration program, but "a foot in the door for a bad program."

Last week, Mr. Alexander was willing to accept the plan. In a written statement, he said he would recommend that President Bush sign the final bill. "After a lot of hard work, the conference has come up with a goal bill that will continue to help millions of Americans pay their bills at the best system of colleges and universities in the world," the statement said.

But Fiebel, the Secretary's spokeswoman, said he was pleased because the direct-loan project would be smaller than it would have been under the conference committee's plan for 500 institutions. "That was always the most important concern—that it be a demonstration with a cap," she said.

College lobbyists and other observers suggested that Bush Administration officials were willing to accept the plan because they were worried that a veto would hurt Mr. Bush's efforts to pass

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A New Era for Desegregation

High-Court Ruling Transforms Battles Over Desegregation at Colleges in 19 States

For the first time, the justices specify how states must show that they have removed vestiges of past segregation

By SCOTT JASCHIK

WASHINGTON — In ruling that Mississippi's public colleges are still illegally segregated, the Supreme Court has transformed judicial and political battles affecting higher education in 19 Southern and border states.

For the first time, the Court specified how states must demonstrate that they have removed the vestiges of past segregation. The standard set by the Court was much higher than that used by many lower courts and, many people say, by the Education Department.

Prying Open Closed Cases

Civil-rights leaders see the decision as a strong tool with which to pry open desegregation cases that have been closed in seven states. In other states, educators and civil-rights leaders say the decision could force predominantly white institutions to take more steps to attract black students and faculty members and to examine admissions requirements that may limit the enrollment of black students.

"This is going to be a whole new chapter for education in the states where a large number of black students go to college,"

said Gary A. Orfield, a professor of education and social policy at Harvard University.

It is unclear what effect the decision will have on public black colleges. Legal experts are divided over whether the language in the decision will prompt states to increase their financial support for those institutions or to move to close them.

More Than 'Good Faith'

The crux of the Supreme Court ruling was that states must do more than merely eliminate laws barring black students from predominantly white colleges and show "good faith" to desegregate. That standard was used by a federal district court and the U.S. Court of Appeals for the Fifth Circuit to rule earlier that Mississippi was desegregated.

The lower courts said the less-strict standard was appropriate in college desegregation cases because students select which colleges they attend—unlike public-school students, who are assigned to schools.

In a decision written by Justice Byron R. White, the Supreme Court rejected that view.

"In a system based on choice, student



Alvin G. Chambers, Jr., who represented the civil-rights groups. "This decision is a great thing. It's the most important thing since Brown v. Board of Education."

attendance is determined not simply by admissions policies, but also by many other factors," Justice White wrote. "Thus, even after a state dismantles its segregative admissions policy, there may still be state action that is incoercible to the state's prior de jure segregation and that continues to foster segregation."

All of the justices except Justice Antonin Scalia joined in the decision. (The complete texts of the majority opinion, two concurring opinions, and the dissenting opinion start on Page A19.)

Justice White's decision said a state must reform all policies that are vestiges of segregation "to the extent practicable and consistent with sound educational practices."

In the Mississippi case, the Court cited a number of policies that it said the lower courts should have forced the state either to justify or eliminate. It returned the case to federal district court to examine the issues in greater detail while developing a plan to desegregate the state's colleges.

Reliance on Test Scores Cited

The Court ruled that the state's admissions standards had been adopted with a discriminatory purpose and continued to hurt black students. The state relies on standardized test scores as the minimum criterion to gain admission to its public colleges, even though black students tend to receive lower scores than their white counterparts and the companies that distribute the tests advise against their being used as the sole criterion for admission.

The Court also ruled that Mississippi must justify or end the practice of having many duplicative academic programs of nearby historically black and predominantly white institutions. The decision said such duplication was "port and parcel" of the "separate but equal" philosophy that had led states to create black colleges rather

than admit black students to the white institutions.

In a portion of the decision that advocates for black colleges, the Supreme Court also said the lower courts must examine whether Mississippi opened eight public four-year colleges as a way to desegregate and that continues to foster segregation.

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AKIN TO BLASPHEMY

Loyalists on 2 Mississippi Campuses Reject Suggestion by Court That State Consider Merging the Institutions

By JOYE MERRICK

MISSISSIPPI, MISS. — In Mississippi's Delta, where tenant farmers still harvest much of the cotton and poverty is perennial, residents say they need more educational opportunities, not fewer.

So much of the talk at Delta State and Mississippi Valley State Universities is about the U.S. Supreme Court's ruling that Mississippi must desegregate its colleges, and what that means for the institutions.

"It could go two ways," said one Mississippi Valley student. "It could raise the level of funding for each, or it could close some schools."

In the justices' 8-1 opinion, they said that "continuing to maintain all eight universities in Mississippi is wasteful and irrational" and pointed out that Delta State, a predominantly white college in nearby Cleveland, is only 18 miles from historically black Mississippi Valley's campus. The justices said the state should consider whether some Mississippi colleges "can be practicably closed or merged with other existing institutions."

As many issues in Mississippi, the question of whether any campuses will be closed or merged is complicated by race, and by a reverence for tradition that is as omnipresent as the 101 confederate flag.

"We just can't get past the prejudice," said a Delta State senior, Justin H. Mann.

Some Joint Programs

Delta State and Valley share the school colors of green and white. Both are regarded by the state as "regional" institutions. Recently they have offered joint programs in faculty development and other areas.

Now they share another commonality: the concern that their institutions could be victims of Mississippi's attempts to desegregate postsecondary education. Any solution that would merge the campuses, especially if it required closing one campus altogether,

was "preposterous" to say whether any state that the department had closed of illegal segregation would be examined again.

Mr. Williams added, however, that he did not think the Education Department had been lenient with the states. "There has been a running debate between OCR and its critics over what standard OCR has used," he said. "The characterization of what has been done has always been different from what the activists said it was."

The decision produced varying reactions among state officials. Gov. Kirk Fordice of Mississippi, a Republican, last week appointed three committees to prepare plans to bring the state into compliance with the law.

In other states, higher education leaders say they thought they had already met desegregation requirements regardless of the outcome they face from civil-rights

leaders. Gary S. Cox, executive director of the Kentucky Council on Higher Education, said his state had been making steady progress in desegregation and did not need more federal monitoring. "We certainly haven't achieved everything we set out to achieve, but we never had a system like the Mississippi system," he said.

Testing Seen as Vulnerable

Critics of standardized testing said they thought the decision made testing requirements in formerly segregated states vulnerable to legal challenges. Cynthia H. Schuman, executive director of the National Center for Fair and Open Testing, said the Supreme Court's criticism of the way Mississippi has used standardized tests was extremely significant.

The Supreme Court noticed that supposedly neutral measures like test scores

are akin to blasphemy, said loyalists in each.

Valley was founded in 1950 to train black teachers, in an era when the low kept blacks out of white universities. Its enrollment, slightly more than 2,000, makes it the state's smallest historically black college—and the reform, many say, the most vulnerable.

Delta State, which was founded in 1925, is now Mississippi's most racially mixed public campus, where black students make up one-fourth of the 4,000-member student body. Some of its students and faculty members say it is the more vulnerable university, because

legislators would consider closing a black campus politically unwise—particularly in the mostly black Delta region.

Supporters of each college say both must remain open as separate entities. "Mississippi has no need for education that any state in the nation," said Roy C. Hudson, a graduate of Valley who is now its vice-president for administration. "In even consider eliminating an institution that has an asset just doesn't fly. It would defy logic."

Said Valley's President William W. Sutton: "In trying to distribute our 2,000 students at Delta State would not save Mississippi our \$6.7-million budget.

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Stephan C. Halpern of SUNY at Buffalo: "The overarching economic context is not going to be favorable. You can't enhance black colleges on the cheap."

A New Era for Desegregation

Text of Supreme Court Opinions on Mississippi Desegregation

Continued from preceding page

viduous racial distinctions and dismantle the dual system." Id., at 682. That duty, the court held, had been discharged since "the record makes clear that Mississippi has adopted and implemented race-neutral policies for operating its colleges and universities and that all students have real freedom of choice to attend the college or university they wish" Id., at 678.

We granted the respective writs of certiorari filed by the United States and the private petitioners. 499 U.S. (1991).

III.

The District Court, the Court of Appeals, and respondent recognize and acknowledge that the State of Mississippi had the constitutional duty to dismantle the dual school system that its laws once mandated. Nor is there any dispute that this obligation applies to its higher-education system. If the state has not discharged this duty, it remains in violation of the Fourteenth Amendment. *Brown v. Board of Education* and its progeny clearly mandate this obligation. Thus, the primary issue in this case is whether the state has met its affirmative duty to dismantle its prior dual university system.

Our decisions establish that a state does not discharge its constitutional obligations until it eradicates policies and practices traceable to its prior *de jure* dual system that continue to foster segregation. Thus we have consistently asked whether existing racial identifiability is attributable to the state, see, e.g., *Fracman v. Pitts*, 303 U.S. (1992) (slip op., at 24); *Bazemore v. Friday*, supra, at 407; *Pasadena City Board of Educ. v. Spangler*, 427 U.S. 424, 434 (1976); *Gillmore v. City of Montgomery*, 417 U.S. 356, 366-367 (1974); and examined a wide range of factors to determine whether the state has performed its former *de jure* segregation in any facet of its institutional system. See, e.g., *Board of Education of Oklahoma City v. Dowell*, 498 U.S., (slip op., at 11); *Swann v. Charlotte-Mecklenburg Bd. of Education*, 402 U.S. 1, 18 (1971); *Green v. New Kent County School Bd.*, supra, at 435-438.

The Court of Appeals concluded that the state had fulfilled its affirmative obligation to disestablish its prior *de jure* segregated system by adopting and implementing race-neutral policies governing its college and university system. Because students seeking higher education had "real freedom" to choose the institution of their choice, the state need do no more. Even though neutral policies and free choice were not enough to dismantle a dual system of primary or secondary schools, *Green v. New Kent County School Board*, supra, the Court of Appeals thought that universities "differ in character fundamentally" from lower levels of schools, 914 F.2d, at 686, sufficiently so that our decision in *Bazemore v. Friday* justified the conclusion that the state had dismantled its former dual system.

Like the United States, we do not disagree with the Court of Appeals' observation that a state university system is quite different in very relevant respects from primary and secondary schools. Unlike attendance at the lower level schools, a student's decision to seek higher education has been a matter of choice. The state historically has not assigned university stu-

dents to a particular institution. Moreover, like public universities throughout the country, Mississippi's institutions of higher learning are not fungible—they have been designated to perform certain missions. Students who qualify for admission enjoy a range of choices of which institution to attend. Thus, as the Court of Appeals stated, "It hardly needs mention that remedial courses to public school desegregation, such as pupil assignments, busing, attendance quotas, and zoning, are unavailable when persons may freely choose whether to pursue an advanced education and, when the choice is made, which of several universities to attend." 914 F.2d, at 687.

We do not agree with the Court of Appeals or the District Court, however, that the adoption and implementation of race-neutral policies alone suffice to demonstrate that the state has completely abandoned its prior dual system. That college attendance is by choice and not by assignment does not mean that a race-neutral admissions policy cures the constitutional violation of a dual system.

In a system based on choice, student attendance is determined not simply by admissions policies, but also by many other factors. Although some of these factors clearly cannot be attributed to state policies, many can be. Thus, even after a state dismantles its segregative admissions policy, there may still be state action that is traceable to the state's prior *de jure* segregation and that continues to foster segregation. The Equal Protection Clause is offended by "sophisticated as well as simple-minded modes of discrimination." *Lane v. Wilson*, 307 U.S. 268, 275 (1939). If policies traceable to the *de jure* system are still in force and have discriminatory effects, those policies too must be reformed to the extent practicable and consistent with sound educational practices. *Fracman*, supra, (slip op., at 21-22; *Dowell*, supra, at 11); *Green*, 391 U.S., at 439; *Florida ex rel. Hawkins v. Board of Control of Fla.*, 350 U.S. 413, 414 (1956) (per curiam). We also disagree with respondents that the Court of Appeals and District Court properly relied on our decision in *Bazemore v. Friday*, 478 U.S. 385 (1986). *Bazemore* neither requires nor justifies the conclusions reached by the two courts below.

Bazemore raised the issue whether the financing and operational assistance provided by a state university's extension service to voluntary 4-H and Homemakers Clubs was inconsistent with the Equal Protection Clause because of the existence of numerous all-white and all-black clubs. Though prior to 1965 the clubs were supported on a segregated basis, the District Court had found that the policy of segregation had been completely abandoned and that no evidence existed of any lingering blemish; any racial imbalance resulted from the wholly voluntary and unfettered choice of private individuals. *Bazemore*, supra, at 407. In this context, we held inapplicable the *Green* Court's judgment that a voluntary choice program was insufficient to dismantle a *de jure* dual system in public primary and secondary schools, but only out fostered segregation by playing a part in the decision of which club an individual chose to join.

Bazemore plainly does not excuse inquiry into whether Mississippi has left in place certain aspects of its prior dual system that perpetuate the racially segregated higher-education system. If the state perpetuates policies and practices traceable to its prior system that continue to have segregative effects—whether by influencing student enrollment decisions or by fostering segregation in other facets of the university system—and such policies are without sound educational justification and can be practicably eliminated, the state has not satisfied its burden of proving that it has dismantled its prior system. Such policies run afoul of the Equal Protection Clause, even though the state has abolished the legal requirement that whites and blacks be educated separately and has established racially neutral policies not animated by a discriminatory purpose.

Because the standard applied by the District Court did not make these inquiries, we hold that the Court of Appeals erred in affirming the District Court's ruling that the state had brought itself into compliance with the Equal Protection Clause in the operation of its higher-education system.

IV.

Hod the Court of Appeals applied the correct legal standard, it would have been apparent from the undisputed factual findings of the District Court that there are several surviving aspects of Mississippi's prior dual system which are constitutionally suspect; for even though such policies may be race-neutral on their face, they substantially restrict a person's choice of which institution to enter and they contribute to the racial identifiability of the eight public universities. Mississippi must justify these policies or eliminate them.

It is important to state at the outset that we make no effort to identify an exclusive list of unconstitutional remnants of Mississippi's prior *de jure* system. In highlighting, as we do below, certain remnants of the prior system that are readily apparent from the findings of fact made by the District Court and affirmed by the Court of Appeals, we by no means suggest that the Court of Appeals need not examine, in light of the proper standard, each of the other policies now governing the state's university system that have been challenged or that are challenged on remand in light of the standard that we articulate today. With this caveat in mind, we address four policies of the present system: admissions standards, program duplication, institutional mission assignments, and continued operation of all eight public universities.

We deal first with the current admissions policies of Mississippi's public universities. As the District Court found, the three flagship historically white universities in the system—University of Mississippi, Mississippi State University, and University of Southern Mississippi—enacted policies in 1963 requiring all entrants to achieve a minimum composite score of 15 on the American College Testing Program (ACT). 674 F. Supp., at 1531. The court described the "discriminatory taint" of this policy, id., at 1557, an obvious reference to the fact that, at the time, the averaged ACT score for white students was 18 and the average score for blacks was 7.893 F.2d, at 735. The District Court conclud-

ed, and the en banc Court of Appeals agreed, that present admissions standards derived from policies enacted in 1963 to redress the problem of student underachievement. 914 F.2d, at 679, 681, 682, or 1531. Obviously, this mid-1960s justification for perpetuating a policy to discriminate against blacks does not make the present admissions standards any less constitutionally suspect.

The present admissions standards are only traceable to the *de jure* system were originally adopted for a remedial purpose, but they also have no discriminatory effects. Every Mississippi resident under 21 seeking admission to a university system must take the ACT for automatic admission to any of the historically white institutions except Mississippi University for Women, which requires a score of 18 for automatic admission unless the student has a 3.0 school grade average. Those scoring 15 but at least 13 automatically to enter Jackson State University, Delta State University, and Mississippi State University.

Without doubt, these requirements restrict the range of choices of entry-level students to which institutions they may attend in a way that perpetuates segregation. Those scoring 13 or 14, with some exceptions, are excluded from the five historically black institutions or attend college with the hope of transferring to a historically white institution. Properly stated, more blacks than whites choose to enter the 72 percent of Mississippi's white high-school seniors achieved a composite score of 15 or better, while more than 30 percent of black high-school seniors earned that score. App. 1534-1535. It is not surprising that Mississippi universities remain predominantly white by race.

The segregative effect of this entrance standard is especially significant in light of the differences in minimum entrance scores among the public universities in Mississippi's system. The minimum score for automatic admission to Mississippi University for Women is 18; it is 13 for the historically black universities. Yet *Mississippi* is assigned the institutional mission as two other universities, Alcorn State and Mississippi Valley—that of providing graduate education. The effect of this policy is disproportionately on black students who might wish to attend universities though the disparate impact is not the same is true of the minimum ACT score of 15 at Delta State University, the other "regional" university—compared to the historically black universities where a score of 15 suffices for automatic admission. The court made little if any effort to justify the entrance requirements or to inquire whether it was practicable to eliminate them.

We also find inadequately justified the courts below or by the record before us the differential admissions requirements between universities with dissimilar programmatic missions. We do not suggest that absent a discriminatory purpose, different programmatic missions would be constitutionally suspect merely because one or more schools are predom-

Government & Politics

THE CHRONICLE OF HIGHER EDUCATION

Section 2

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5015PC

OPINION

lence; promote empathy for members of minority groups, the police, or the jury; foster understanding of urban problems?

During the Los Angeles disturbances, it would have been helpful for viewers to know how the videotape was edited—what got on television, what didn't, and why. How the broadcast coverage culture on during the policemen's trial? Considerations can also be applied current Presidential campaign, most of the information the public sees directly from television.

That all educated people need to know much more about television ought to be evident from the complexity of the public drama in Los Angeles. It ought to be equally evident that while virtually everyone thinks they know a great deal about television, few really do, and fewer still leave the university with any systematic appreciation of this vital and compelling medium.

Journalism and communication schools ought to display a special sense of urgency

Continued on Following Page

A New Era for Desegregation

Text of Supreme Court Opinions on Mississippi Desegregation

Continued From Preceding Page

vidious racial distinctions and dismantle its dual system." Id., at 682. That duty, the court held, had been discharged since "the record makes clear that Mississippi has adopted and implemented race-neutral policies for operating its colleges and universities and that all students have real freedom of choice to attend the college or university they wish . . ." Id., at 678.

We granted the respective writs of certiorari filed by the United States and the private petitioners. 499 U.S. [1991].

III.

The District Court, the Court of Appeals, and respondents recognize and acknowledge that the State of Mississippi had the constitutional duty to dismantle the dual school system that its laws once mandated. Nor is there any dispute that this obligation applies to its higher-education system. If the state has not discharged this duty, it remains in violation of the Fourteenth Amendment. *Brown v. Board of Education* and its progeny clearly mandate this observation. Thus, the primary issue in this case is whether the state has met its affirmative duty to dismantle its prior dual university system.

Our decisions establish that a state does not discharge its constitutional obligations until it eradicates policies and practices traceable to its prior de jure segregation that continue to foster segregation. Thus we have consistently asked whether existing racial identifiability is attributable to the state, see, e.g., *Freeman v. Pitts*, 503 U.S. (1992) (slip op., at 24); *Bazemore v. Friday*, supra, at 407; *Pasadena City Board of Educ. v. Spangler*, 427 U.S. 424, 434 (1976); *Gilmore v. City of Montgomery*, 417 U.S. 536, 566-567 (1974); and examined a wide range of factors to determine whether the state has perpetuated its formerly de jure segregation in any facet of its institutional system. See, e.g., *Board of Education of Oklahoma City v. Dowell*, 498 U.S. (slip op., at 11); *Swann v. Charlotte-Mecklenburg Bd. of Education*, 402 U.S. 1, 18 (1971); *Green v. New Kent County School Bd.*, supra, at 435-438.

The Court of Appeals concluded that the state had fulfilled its affirmative obligation to disestablish its prior de jure segregated system by adopting and implementing race-neutral policies governing its college and university system. Because students seeking higher education had "real freedom" to choose the institution of their choice, the state need do no more. Even though neutral policies and free choice were not enough to dismantle a dual system of primary or secondary schools, *Green v. New Kent County School Board*, supra, the Court of Appeals thought that universities "differ in character fundamentally" from lower levels of schools, 914 F.2d, at 686, sufficiently so that our decision in *Bazemore v. Friday* justified the conclusion that the state had dismantled its former dual system.

Like the United States, we do not disagree with the Court of Appeals' observation that a state university system is quite different in very relevant respects from primary and secondary schools. Unlike attendance of the lower level schools, a student's decision to seek higher education has been a matter of choice. The state historically has not assigned university stu-

dents to a particular institution. Moreover, like public universities throughout the country, Mississippi's institutions of higher learning are not fungible—they have been designated to perform certain missions. Students who qualify for admission enjoy a range of choices of which institution to attend. Thus, as the Court of Appeals stated, "it hardly needs mention that remedies common to public school desegregation, such as pupil assignments, busing, attendance quotas, and zoning, are unavailable when persons may freely choose whether to pursue an advanced education and, when the choice is made, which of several universities to attend." 914 F.2d, at 687.

We do not agree with the Court of Appeals or the District Court, however, that the adoption and implementation of race-neutral policies alone suffice to demonstrate that the state has completely abandoned its prior dual system. That college attendance is by choice and not by assignment does not mean that a race-neutral admissions policy cures the constitutional violation of a dual system.

In a system based on choice, student attendance is determined not simply by admissions policies, but also by many other factors. Although some of these factors clearly cannot be attributed to state policies, many can be. Thus, even after a state dismantles its segregative admissions policy, there may still be state action that is traceable to the state's prior de jure segregation and that continues to foster segregation. The Equal Protection Clause is offended by "sophisticated as well as simple-minded modes of discrimination." *Lone v. Wilson*, 307 U.S. 268, 275 (1939). If policies traceable to the de jure system are still in force and have discriminatory effects, those policies too must be reformed to the extent practicable and consistent with sound educational practices. *Freeman*, supra, (slip op., at 21-22); *Dowell*, supra, (slip op., at 11); *Green*, 391 U.S., at 439; *Florida ex rel. Hankins v. Board of Control of Fla.*, 330 U.S. 413, 414 (1956) (per curiam). We also disagree with respondents that the Court of Appeals and District Court properly relied on our decision in *Bazemore v. Friday*, 478 U.S. 385 (1986). *Bazemore* neither requires nor justifies the conclusions reached by the two courts below.

Bazemore raised the issue whether the financing and operational assistance provided by a state university's extension service to voluntary 4-H and Home Demonstration Clubs was inconsistent with the Equal Protection Clause because of the existence of numerous all-white and all-black clubs. Reported on in 1965 the clubs were supported on a segregated basis, the District Court had found that the policy of segregation had been completely abandoned and that no evidence existed of any lingering discrimination in either services or membership; any racial imbalance resulted from the wholly voluntary and unfettered choice of private individuals. *Bazemore*, supra, at 407. In this context, we held inapplicable the *Green* Court's judgment that a voluntary choice program was insufficient to dismantle de jure dual system in public primary and secondary schools, but only after satisfying ourselves that the state had not fostered segregation by playing a part in the decision of which club an individual chose to join.

Bazemore plainly does not excuse inquiry into whether Mississippi has left in place certain aspects of its prior dual system that perpetuate the racially segregated higher-education system. If the state perpetuates policies and practices traceable to its prior system that continue to have segregative effects—whether by influencing student enrollment decisions or by fostering segregation in other facets of the university system—and such policies are without sound educational justification and can be practically eliminated, the state has not untangled its prior system. Such policies run afoul of the Equal Protection Clause, even though the state has abolished the legal requirement that whites and blacks be educated separately and has established racially neutral policies not animated by a discriminatory purpose.

Because the standard applied by the District Court did not make these inquiries, we hold that the Court of Appeals erred in affirming the District Court's ruling that the state had brought itself into compliance with the Equal Protection Clause in the operation of its higher-education system.

IV.

Had the Court of Appeals applied the correct legal standard, it would have been apparent from the undisputed factual findings of the District Court that there are several surviving aspects of Mississippi's prior dual system of Mississippi's prior dual system; for even though such policies may be race-neutral on their face, they substantially restrict a person's choice of which institution to enter and they contribute to the racial identifiability of the eight public universities. Mississippi must justify these policies or eliminate them.

It is impossible to state at the outset that we make no effort to identify an exclusive list of unconstitutional remnants of Mississippi's prior de jure system. In highlighting, as we do below, certain remnants of the prior system that are readily apparent from the findings of fact made by the District Court and affirmed by the Court of Appeals, we by no means suggest that the Court of Appeals need not examine, in light of the proper standard, each of the other policies now governing the state's university system that have been challenged or that are challenged on remand in light of the standard that we articulate today. With this caveat in mind, we address four policies of the present system: admissions standards, program duplication, institutional mission assignments, and continued operation of all eight public universities.

We deal first with the current admissions policies of Mississippi's public universities. As the District Court found, the three flagship historically white universities in the system—University of Mississippi, Mississippi State University, and University of Southern Mississippi—enacted policies in 1963 requiring all entrants to achieve a minimum composite score of 15 on the American College Testing Program (ACT). 674 F. Supp., at 1531. The court described the "discriminatory taint" of this policy, id., at 1537, an obvious reference to the fact that, at the time, the average ACT score for white students was 18 and the average score for blacks was 7.893. F.2d, at 735. The District Court concluded,

ed, and the en banc Court of Appeals agreed, that present admissions standards derived from policies enacted in the 1950s to redress the problem of student underrepresentation. 914 F.2d, at 679, 684 F.2d, at 1531. Obviously, this mid-century justification for perpetuating a policy designed originally to discriminate against blacks does not make the present admissions standards any less constitutionally suspect.

The present admission standards are only traceable to the de jure system were originally adopted for a discriminatory purpose, but they also have present discriminatory effects. Every Mississippi resident under 21 seeking admission to a university system must take the ACT. An applicant who scores at least 15 qualifies for automatic admission to any of the historically white institutions except the University of Mississippi for Women, which requires a score of 18 for automatic admission unless the student has a 3.0 high school grade average. Those scoring 13 but at least 13 automatically qualify to enter Jackson State University, Delta State University, and Mississippi Valley State University.

Without doubt, these requirements restrict the range of choices of entering students as to which institution they may attend in a way that perpetuates segregation. Those scoring 13 or 14, with some exceptions, are excluded from the five historically white universities and if they seek higher education must go to one of the historically black institutions or attend college with the hope of transferring to a historically white institution. Proportionately more blacks than whites face this choice: in 1985, 72 per cent of Mississippi's white high-school seniors achieved a composite score of 15 or better, while by then 30 per cent of black high-school seniors earned that score. App. 1524-1525. It is surprising then that Mississippi universities remain predominantly identifiable by race.

The segregative effect of this automatic entrance standard is especially striking in light of the differences in minimum entrance scores among the eight universities in Mississippi's system. The minimum score for automatic admission to Mississippi University for Women (MUW) is 18; it is 13 for the historically black universities. Yet MUW is assigned the same institutional mission as two other regional universities, Alcorn State and Mississippi Valley—that of providing quality undergraduate education. The effects of the policy fall disproportionately on black students who might wish to attend MUW, but though the disparate impact is not as great, the same is true of the minimum standard ACT score of 15 at Delta State University—the other "regional" university—as compared to the historically black "regional" universities where a score of 13 suffices for automatic admission. The courts below made little if any effort to justify in educational terms these particular disparate entrance requirements or to inquire whether it was practicable to eliminate them.

We also find inadequately justified the differential admissions requirements between universities with dissimilar institutional missions. We do not suggest that absent a discriminatory purpose, a programmatic mismatch accomplished by different admission standards would be constitutionally suspect simply because one or more schools are racially



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Section 2

July 8, 1992

Mounting a Campaign
Against Media Illiteracy

Most people think they know a great deal
about television, but few really do

By Everett E. Dennis
AS THE CAUSES AND IMPACT of the recent riots in Los Angeles (and reverberations elsewhere) are debated, the central role of television in communicating the events is often forgotten. So are the implications of the news media's coverage for the university faculties and programs that study television and train media professionals.

The news media's dominant role in linking the public to the Los Angeles riots and their aftermath reminds us that media industries form a social institution commonly believed to have considerable power. Just as literature professors want their students to pay attention to a story's substantive meaning as well as to its style, so too should we attend to what television and other media can do to and for the viewer.

Because television does a great deal more than capture images and convey them to viewers, informed people need to know, for example, whether it can foster forest programmatic missions accomplished by different admission standards would be constitutionally suspect simply because one or more schools are racially

whether the broadcast contains a verbatim visual account of an event or a truncated fragment.

From the beginning, television was integral to the Rodney G. King case. A piece of amateur video footage of his beating made news within hours of his arrest. The repeated broadcasting of that footage helped prompt an investigation that led to the trial of the four white Los Angeles policemen. For the public—American and global—initial awareness and subsequent opinions about the arrest, trial, verdicts, and riots were strongly influenced by dramatic visual images. Scholars and critics now must assess the role of television in transmitting those images: Did they help trigger vio-

lence; promote empathy for members of minority groups; the police, or the jury; foster understanding of urban problems?

During the Los Angeles disturbances, it would have been helpful for viewers to know how the videotape was edited—what got on television, what didn't, and why. How well did the broadcast coverage capture what went on during the policemen's trial? Similar considerations can also be applied to the current Presidential campaign, where most of the information the public gets comes directly from television.

THAT ALL EDUCATED PEOPLE need to know much more about television ought to be evident from the complexity of the public drama in Los Angeles. It ought to be equally evident that while virtually everyone thinks they know a great deal about television, few really do, and fewer still leave the university with any systematic appreciation of this vital and compelling medium.

Journalism and communication schools ought to display a special sense of urgency

Continued on Following Page

OPINION

LETTERS TO THE EDITOR
University Presses and the Publishing of 'Gay Ideas'

IN FACT, efforts to improve coverage of minority communities and urban problems, as well as attempts to recruit members of minority groups, are far stronger in the market-driven media industries such as newspapers and broadcasting than

Women's Health; Apes and Humans; Culture and the Marketplace

WE NEED to start challenging our sacred cow—the market system—right now.


Necessities are being distributed to only those who can afford, not to those who are in need, and that goes for food, clothing, shelter, as well as literature and art. We need to make sure that authentic cultural voices are heard. We need more books with cultural depth and history, and for those books to get into the hands of those who will benefit the most from them. And bookstores can be the best place for these voices and ideas to be expressed.

—Luis Rodriguez, *coast and southcoast*

University Presses and the Publishing of 'Gay Ideas'

Ironically, some faculty members demand accuracy and integrity based on scholarly evidence in the fields are quite happy to apply a standard to television. Some assume that people already know the standard, an assumption that they stand the television because they stand the time, television that the research shows to be inaccurate. Communications scholars are not alone in this. In the social sciences in the general curriculum, students know about the role of media in general, as well as its political and consumer behaviour.

At the same time, many schools must deal with the mounting pressures have reduced the number of places for non-major liberal arts communications courses. Large courses, often called "communications and Society" or "Introduction to Mass Communication," are used to accommodate more than they demand. The courses are required for many majors, so fewer places are available for "shoppers" from other departments. This is regrettable because students access to those faculty members are most knowledgeable about mass communication. The value of such lies both in their content and in making college students to the last the college college. The media will continue to be a major source of information. The information available to be assessed and based on what it says and the derived could be a major reason for students.



"I ENTERTAIN,
HAVE A GOOD
GISTING, I EVEN
GOT ME A ?"

Another critic wrote: "I think the

I STIMULATE,
SPECTRUM OF OPINION.
COOK. SO WILL
NIE'S TV SAID
, CATCHING HER
ARD.

The impression most *Chronicle* readers came away with, I suspect, was that a number of supposedly reputable publishers, most of them university presses, declined to publish significant scholarly work because of a manuscript included photographing Robert Mapplethorpe. That is a little strange to readers of *The Chronicle* quite often recognize—and you printed in boldface. Actually, Mapplethorpe's photographs were not a matter of concern here. However, we did refuse to publish three or four drawings that most people, I think, would consider truly offensive—and for what? There was naught, in our view, sufficient for justification for inclusion.

...the notion that some peoples reside in their own proper land while others do not, however gussied up it may be by self-styled, progressive, mad faddish multiculturally correct scholars, is nevertheless a reactionary academic instrument. It is merely the other side of the coin of the Great White Man's Burden. Both views are intrinsically racist and are inseparable from fear, separatist and exclusionist.

We would have been willing to publish the drawings if we had known that we could make a strong case on the fact that they were a necessary component of a serious and intelligent scholarly book. As the comments quoted above suggest, we would not have been an easy task. It was made more difficult by the author's decision to spurn traditional academic discourse and embrace common vernacular of the streets.

RICHARD L. WENTWORTH
University of Illinois
Champaign

JOHN WOODFORD
Executive Editor
News and Information Services
University of Michigan
Ann Arbor, Mich.

Association supports accrediting agency

TO THE EDITOR:
The May 6 issue of *The Chronicle* contained an article entitled "Teacher-Nutrition Programs Decried" which was based on a "Survey of the Nation's Schools." According to the article, "The survey was approved," in which several recent events were characterized as challenges to the National Council for Accreditation of Teacher Education. The American Association of Colleges for Teacher Education is a constituent member of NCATE, representing the teacher-education institutions that participate in the accreditation review process. It would like to correct an error in the reporting of AACTE's position concerning NCATE.

Your article states that "The American Association of Colleges for Teacher Education . . . [is] conducting a long-range study of the council." This statement is incorrect, both regarding the facts and the context. AACTE is not conducting a comprehensive study of teacher education. The national membership approved a resolution committing the association to a year of study concerning the issue of a "common national system of teacher education preparation." The study is not a common national system concept as a topic under discussion by NCATE, and AACTE's study is intended to contribute to decisions made about this issue. This association's study is not a common national system concept as a topic under discussion by NCATE's potential for Improving teacher education. DAVID O. IMHO

**Executive Director
and Chief Executive Officer
American Association of Colleges
for Teacher Education
Washington**

Students study impact of Vietnam war

TO THE EDITOR:
I enjoyed reading your May 27 In Brief piece ("Bridge at Colorado State marks Vietnam era"). It is important to note the efforts of students at another university who have also explored the issues of Vietnam.
In May 1968, students of the gener-

the honors program at the University of Maryland at College Park, with the support of the administration, and the campus community, dedicated a Vietnam memorial. The idea for this contribution to the campus came from members of Professor Phil Straw's course, "Vietnam: America's Longest War." The students of the general honors program then selected a location, designed the memorial, raised funds, and dedicated the site. The memorial is situated on the south side of the university's chapel and embodies a bench, a white-oak tree, and a stone with a plaque reading, "This site is dedicated to those people whose lives were touched by the fire of the Vietnam war."

This memorial is unique—it was conceived, designed, and dedicated by members of a generation who grew up after Vietnam. At a time when America is re-examining the Vietnam era, this memorial stands as a testament to these students' understanding of the profound effect the Vietnam war had, and is still having, on the citizens of our country.

STUART RITTER
Graduate Student in Political Science
American University
Washington

One college's recipe for lean management

TO THE EDITOR:
Your feature on conservative management ("In Tough Times, Some Collegiate Field Conservative Management Pays Off," June 3) recalls a comment of the late Ben Fisher, long-time executive of the Educational Commission of the Southern Baptist Convention. Fisher remarked on many occasions that private, independent colleges would handle tough times easier than their more affluent sister institutions, because they were accustomed to leaness.

Baylor University for the past quarter century has developed a management style that focuses on leaness, and at the same time encourages growth. Some of the salient features of this management include: careful watch over faculty/staff ratio; commitment to undergraduate teaching; creation of graduate programs with real money; and focus on endowment as a basis of financial stability. Other features include: no deferred maintenance; a balanced budget annually, with in-the-black operation; minimal long-term debt; tuition equaling two-thirds of the average tuition for private institutions nationally; and so new construction without funds in hand. . . .

JONATHAN A. LINDSEY
Director, Foundation Relations
Baylor University
Waco, Texas

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 23rd Street, N.W., Washington 20037. Please include a daytime telephone number.

CALIFORNIA STATE UNIVERSITY LONG BEACH FHP FOUNDATION ENDOWED CHAIR FOR THE IMPROVEMENT OF HEALTH CARE DELIVERY SYSTEMS SEARCH EXTENDED

The College of Health and Human Services offers a unique opportunity for an individual who desires to provide leadership for an interdisciplinary approach to the study of health, health care management, and health care delivery. Health care delivery has undergone major changes which are projected to continue, including the possibility of a national health care system, of critical concern is the "health care" of health care, one of whom we feel should be a major focus of this position.

We are looking for an individual who is a recognized leader in the study of health and behavior and must have demonstrated expertise in the area directed at improving health care delivery systems. Long Beach, California is located in a rich multicultural environment. The position will be considered in a broad-based search for a full-time, permanent position. Leadership must be evidenced by a record of significant research, teaching, and service activities. The position involves recognition by peers, and the ability to work in an interdisciplinary manner on campus as well as in private and government sectors.

The individual selected for this important position will assume the following responsibilities:

- Provide leadership for the interdisciplinary approach to the study of health, health care management, and health care delivery.
- Design and coordinate large-scale seminars, workshops, and other programs for students, faculty and health-care providers directed at improving health care delivery systems.
- Oversee the Center for Health Behavior Studies, an interdisciplinary center of research and practice in health care delivery.
- Work with funding agencies (federal, state, national, and international) to solicit funds for research in health-related areas.

The individual selected must qualify as a faculty member in a health-related program at the University. The position is a full-time position for a period of three years. The holder of the Chair will report to the President of the University and the Dean of Health and Human Services. The position will be a permanent position. The salary is negotiable but not less than \$45,000 per year.

Applicants interested in this exciting and challenging position should submit a letter of application, curriculum vitae, and three references. Review of applications has begun and will continue until July 15, 1992, or until the position has been filled. Application should be sent to:

Search Committee for FHP Foundation Endowed Chair
Dr. Donald P. Lauder, Chair
College of Health and Human Services
California State University, Long Beach

California State University, Long Beach
is an Equal Opportunity, Affirmative Action Employer.
Minority status and ethnicity are not to be used as a basis for employment decisions. All persons are encouraged to apply.

AJEE/BSOT/IX

SOCIAL WORK

Assistant Professor of Social Work. A one-year appointment (September 1, 1992-June 30, 1993) in a CSWE accredited program teaching child welfare and introductory courses. Some departmental service duties. Salary range is \$25,000-\$32,000 depending on experience. Send vita and two letters of reference by July 15, 1992, to:

Dr. Philip R. Engle, Chair
Department of Social Work
480 Milliet Hall
Wayne State University
Detroit, OH 44243

Wayne State University is committed to a policy of equal opportunity and affirmative action and specifically encourages applications from members of underrepresented groups.

Jackson State University Jackson, Mississippi

The School of Education has several faculty positions to be filled by August 1992 in the Department of Curriculum and Instruction and the Department of Educational Foundations and Leadership. The salary for these positions is commensurate with qualifications and experience.

Professor of Early Childhood Education - Minimum qualifications: doctorate in early childhood education with a strong background in curriculum, teaching and service activities; experience in directing classroom and field experiences; and a record of significant research, teaching, and service activities. The position involves recognition by peers, and the ability to work in an interdisciplinary manner on campus as well as in private and government sectors.

Assistant Professor of Educational Administration - Minimum qualifications: doctorate in educational administration, experience in research in the field of educational administration, and a record of significant research, teaching, and service activities. The position involves recognition by peers, and the ability to work in an interdisciplinary manner on campus as well as in private and government sectors.

Applications will be reviewed July 14, 1992. Send a letter of application, resume, transcript, and three letters of reference to:

John R. Mills, Dean
School of Education
Jackson State University
Jackson, Mississippi 39217

Equal Opportunity Employer

Edison State Community College

Edison State Community College, a comprehensive, student-oriented community college located in West-Central Ohio, seeks applicants for the following position:

MATHEMATICS FACULTY MEMBER

Description: Primary responsibility for teaching mathematics from developmental to advanced courses and for creating and teaching learning strategies for both college and learning center settings. Responsibilities also include advising students in the Mathematics Department faculty, teaching center, and community college. Qualifications: Master's degree in Mathematics and a Bachelor's degree in Mathematics. Teaching experience in a developmental mathematics program. In highly desirable, a Ph.D. degree is essential. Compensation: In teaching faculty salary \$22,000-\$30,000 depending on credentials and experience (10-month contract). To apply, send letter of interest, resume, unofficial college transcripts, and the names of three references by July 15, 1992 to:

Edison State Community College
1973 Edison Drive
Paris, Ohio 45366

EO/AA Employer
Female and minority candidates are encouraged to apply.

FOREST BIOLOGY

The Institute of Forest Science and Technology invites applications for a faculty position in Forest Biology. The successful candidate will have a Ph.D. in Biology or a related field and a proven record of independent research in forest biology, molecular biology, or forest ecology. Responsibilities include directing of M.S. and Ph.D. students, participation in interdisciplinary research on forest ecology and management, and participation in development of interdisciplinary, externally funded programs.

The Institute of Forest Science and Technology is located in the Appling County, Georgia, and is a part of the Georgia Institute of Technology. The position is a full-time position for a period of three years. The holder of the position will report to the President of the University and the Dean of the Institute. The position will be a permanent position. The salary is negotiable but not less than \$45,000 per year.

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THE AMERICAN UNIVERSITY WASHINGTON, D.C. INTERNATIONAL DEVELOPMENT FACULTY

The School of International Development of The American University seeks a scholar/practitioner with a strong background in international development to teach in the field of International Development in the Department of International Development. The position involves recognition by peers, and the ability to work in an interdisciplinary manner on campus as well as in private and government sectors.

Assistant Professor of International Development - Minimum qualifications: doctorate in international development with a strong background in curriculum, teaching and service activities; experience in directing classroom and field experiences; and a record of significant research, teaching, and service activities. The position involves recognition by peers, and the ability to work in an interdisciplinary manner on campus as well as in private and government sectors.

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ACADEMIC EXCELLENCE GEORGIA SOUTHERN UNIVERSITY

Georgia Southern University, a unit of the University System of Georgia, is seeking a scholar/practitioner with a strong background in international development to teach in the field of International Development in the Department of International Development. The position involves recognition by peers, and the ability to work in an interdisciplinary manner on campus as well as in private and government sectors.

Assistant Professor of International Development - Minimum qualifications: doctorate in international development with a strong background in curriculum, teaching and service activities; experience in directing classroom and field experiences; and a record of significant research, teaching, and service activities. The position involves recognition by peers, and the ability to work in an interdisciplinary manner on campus as well as in private and government sectors.

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Wayne State University
Detroit, OH 44243

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COLLEGE OF ARTS AND SCIENCES

Assistant Professor of English - A full-time position in the Department of English. The position involves recognition by peers, and the ability to work in an interdisciplinary manner on campus as well as in private and government sectors.

Assistant Professor of Mathematics - A full-time position in the Department of Mathematics. The position involves recognition by peers, and the ability to work in an interdisciplinary manner on campus as well as in private and government sectors.

Applications will be reviewed July 14, 1992. Send a letter of application, resume, transcript, and three letters of reference to:

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Detroit, OH 44243

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ETSU East Tennessee State University

East Tennessee State University is seeking a scholar/practitioner with a strong background in international development to teach in the field of International Development in the Department of International Development. The position involves recognition by peers, and the ability to work in an interdisciplinary manner on campus as well as in private and government sectors.

Assistant Professor of International Development - Minimum qualifications: doctorate in international development with a strong background in curriculum, teaching and service activities; experience in directing classroom and field experiences; and a record of significant research, teaching, and service activities. The position involves recognition by peers, and the ability to work in an interdisciplinary manner on campus as well as in private and government sectors.

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DEPARTMENT OF HUMAN DEVELOPMENT AND LEARNING

Assistant Professor of Human Development and Learning - A full-time position in the Department of Human Development and Learning. The position involves recognition by peers, and the ability to work in an interdisciplinary manner on campus as well as in private and government sectors.

Assistant Professor of Mathematics - A full-time position in the Department of Mathematics. The position involves recognition by peers, and the ability to work in an interdisciplinary manner on campus as well as in private and government sectors.

Applications will be reviewed July 14, 1992. Send a letter of application, resume, transcript, and three letters of reference to:

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School of Business Administration

Monmouth College

West Long Branch, NJ 07764

FACULTY OPENING

Monmouth College is an independent, non-sectarian, comprehensive 4-year college with a liberal arts emphasis. The College has 100 full-time faculty and more than 1,000 students. The College is seeking a full-time faculty member in the School of Business Administration. The position involves recognition by peers, and the ability to work in an interdisciplinary manner on campus as well as in private and government sectors.

Assistant Professor of International Development - A full-time position in the Department of International Development. The position involves recognition by peers, and the ability to work in an interdisciplinary manner on campus as well as in private and government sectors.

Applications will be reviewed July 14, 1992. Send a letter of application, resume, transcript, and three letters of reference to:

John R. Mills, Dean
School of Education
Jackson State University
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Edison State Community College
1973 Edison Drive
Paris, Ohio 45366

EO/AA Employer
Female and minority candidates are encouraged to apply.

TUSKEGEE UNIVERSITY

CHAIRPERSON, DEPARTMENT OF ELECTRICAL ENGINEERING SCHOOL OF ENGINEERING AND ARCHITECTURE

Nominations and applications are invited for the position, Chairperson of the Department of Electrical Engineering. The position involves recognition by peers, and the ability to work in an interdisciplinary manner on campus as well as in private and government sectors.

Assistant Professor of International Development - A full-time position in the Department of International Development. The position involves recognition by peers, and the ability to work in an interdisciplinary manner on campus as well as in private and government sectors.

Applications will be reviewed July 14, 1992. Send a letter of application, resume, transcript, and three letters of reference to:

John R. Mills, Dean
School of Education
Jackson State University
Jackson, Mississippi 39217

Equal Opportunity Employer

Edison State Community College

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Edison State Community College
1973 Edison Drive
Paris, Ohio 45366

EO/AA Employer
Female and minority candidates are encouraged to apply.

Biology, Chemistry, Mathematics, and Physics Instructors

Are you a recent graduate with a B.S. or M.S. degree in Biology, Chemistry, Mathematics, or Physics? Do you have strong teaching ability and a desire to work in a dynamic environment? If so, we have a great opportunity for you at Tuskegee University.

Assistant Professor of International Development - A full-time position in the Department of International Development. The position involves recognition by peers, and the ability to work in an interdisciplinary manner on campus as well as in private and government sectors.

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Edison State Community College
1973 Edison Drive
Paris, Ohio 45366

EO/AA Employer
Female and minority

with the rank of Associate Professor. Candidates must demonstrate a desire to serve on a racially diverse campus and encourage

expertise in the following areas: (1) specialization in early childhood, (2) specialization in bilingual/bicultural education; (3) three years' successful full-time school teaching experience in early childhood (Pre-K/Kindergarten to 3rd Grade); and (3) evidence of interest in the early education of

transcripts full-time steady position beginning September 1977. Must have Ph.D. in economics. Salary range \$29,000-\$34,000. Send resume and transcripts to: Dr. Deborah M. Paschewski, Dean, Webster Education Iowa Valley Community College District serves applications for the position of Dean of Instruction at Effort Community College, one of two comprehensive community colleges within a rural seven service area. The Dean of Instruction

Applications for an Assistant Professor position in Elementary Education for Fall 1992. Doctoral degree candidates will be considered for a tenure-track appointment. Master's degree candidates will be considered for a term appointment. Preference will be given to candidates with appropriate teaching experience and advising. Qualifications: Earn doctorate in an appropriate field and maintain of three years' public school teaching experience in middle grades or high school. Salary commensurate with qualifications. Application deadline July 18, 1992. Start date August 1, 1992.

ercent of sales, based on the number of sales calls made. The program has been internationally accepted. Producers from an adownpayment and additional resources will provide an advertisement commensurate with the acceleration of the person sought. Nonpayment

AUBURN
UNIVERSITY

The College of Engineering at Auburn University invites applications and nominations for positions in the Engineering Extension Service.

THE UNIVERSITY AND COLLEGE: Auburn University is a comprehensive land grant university, committed to the pursuit of excellence through teaching, research, and extension. The university serves a combined total of 28,000 students on the main campus in Auburn and its campus in Montgomery, Alabama. The College of Engineering has over 150 senior faculty offering degrees in 16 curricula with an enrollment of approximately 3500 undergraduate and 600 graduate students.

THE ENGINEERING EXTENSION SERVICE: The Engineering Extension Service develops, markets and conducts non-degree continuing education and service programs for a wide variety of clients including private industry, state and municipal governments, and federal agencies. Programs offered include short courses, seminars, workshops, and regional, national and international conferences. The unit served over 4000 participants in 128 programs during the 1990-91 academic year with a total fees operation exceeding \$1.8 million.

Director, Special Projects
Engineering Extension Service

Develops and directs all contractual activity in the Engineering Extension Service which includes liaison with faculty, department, user groups and funding agencies; development and coordination of the proposal/contract process from concept to implementation and delivery of high quality, non-degree credit engineering education to defined groups in the constituency of the College of Engineering. This includes the important function of seeking and administering funding, identification of programmatic needs and opportunities and bringing into project definition, implementation and conclusion of contracted activities.

RESPONSIBILITIES: Provides liaison with four or more professional two para-professionals in related activity; supervises one secretary/clerical person; administers project budgets and reviews all fiscal documents; assures integrity of project expenditures and funding agency fiscal compliance; represents the College of Engineering on a daily basis in one-on-one contact with industrial, governmental and other academic agencies and institutions; assures implementation and protection, provides surveillance and remains alert to project availability and opportunities in the scope of continuing engineering education.

QUALIFICATIONS: Successful candidate must have educational qualifications in the engineering disciplines a Ph.D. is desirable, an M.S. is required. Person must have a minimum of 10 years experience in academia and/or industrial assignments. Strongly desired: Working knowledge of project management, including fiscal administration will be especially appropriate. Desktop computer literacy is desirable. Familiarity with academic fiscal and personnel policies and procedures will be helpful.

Director, Auburn Office
Engineering Extension Service

RESPONSIBILITIES: Directs all aspects of fee subscription activity in the Auburn Office, Engineering Extension Service, including direction/management of non-credit fee-based continuing education program; direct supervision of staff; coordination of off-campus personnel supporting the continuing education program; liaison with Engineering Departments and other University units; assurance of the compliance of the BESV office with University policies and procedures; coordination and supports the interest and program coordination of Auburn Office efforts with the Birmingham Office BESV; maintains a knowledge of, and involvement in, national CESB trends and professional societies. Assists the Director of BESV in Budget Preparation, Strategic Planning and Mission Statement.

QUALIFICATIONS: Successful candidate will have Ph.D. or M.S. in an engineering discipline and at least 10 years experience in academia and/or industrial assignments. Strong managerial skills, and adult classroom teaching experience are desired. Working knowledge of fiscal management systems is strongly desired. Computer literacy and familiarity with University academic, fiscal and personnel policies will be helpful.

NOMINATIONS AND APPLICATIONS: Nominations or applications with a resume and two references should be sent to: J. Fred O'Brien, Chairman, Search Committee for Engineering Extension Service, 107 Ramsey Hall.

Auburn University, AL 36849-3331
A review of applications and nominations will begin on July 15, 1992, and continue until the positions are filled. The college is seeking to fill the positions by September 1, 1992.

Auburn University is an Affirmative Action/Equal Opportunity Employer.
Minorities, women and people with disabilities are invited to apply.



STUDENT SERVICES PROGRAM MANAGER

The Student Services Program Manager is the UWM Union staff member responsible for the design, development, implementation and on-going evaluation of student services programming during the academic year. The position is located in the UWM Union and is a full-time position. The position is responsible for the design, development, implementation and on-going evaluation of student services programming during the academic year. The position is located in the UWM Union and is a full-time position.

Requirements: A bachelor's degree is preferred in the areas of communications, behavioral science, student personnel, student activities, counseling or recreation.

Preferred Experience: A background of progressive experience in student personnel or student center work involving student development, program design, program supervision, and student activities service experience.

Application Deadline: July 31, 1992.

Starting Date: September 1, 1992. (Negotiable)

Send resume, transcript and three letters of reference to:

Karen Karschowski
Department Secretary
UWM Union
800 E. Wisconsin Ave.
Milwaukee, WI 53211

The University of Wisconsin-Milwaukee is an Affirmative Action, Equal Opportunity Employer. The University of Wisconsin-Milwaukee is an Affirmative Action, Equal Opportunity Employer.

Recipients of nominations and applications for this position, a combined, undifferentiated list of all nominees and applicants.

CARLETON COLLEGE

ASSOCIATE EDITOR
for "The Carleton Voice"

Carleton College is seeking a person to assist with all phases of the production and distribution of the College's quarterly publication, *The Carleton Voice*. The position is located in the Carleton College and is a full-time position. The position is responsible for the production and distribution of the College's quarterly publication, *The Carleton Voice*. The position is located in the Carleton College and is a full-time position.

Requirements: A bachelor's degree is preferred in the areas of communications, behavioral science, student personnel, student activities, counseling or recreation.

Preferred Experience: A background of progressive experience in student personnel or student center work involving student development, program design, program supervision, and student activities service experience.

Application Deadline: July 31, 1992.

Starting Date: September 1, 1992. (Negotiable)

Send resume, transcript and three letters of reference to:

Diane Anderson
Editor, Carleton Voice
118 Laird
Carleton College
One North College Street
Northfield, MN 55057

Carleton College is an Affirmative Action, Equal Opportunity Employer.

Recipients of nominations and applications for this position, a combined, undifferentiated list of all nominees and applicants.

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CAPITAL CAMPAIGN
DIRECTOR

To achieve its goal of becoming the premier technological institution of the Century Georgia Tech will launch a major capital campaign. The purpose of the campaign is to secure the resources necessary to ensure the success of Georgia Tech and to build on its considerable strengths. The campaign is to be led by a Director of the Capital Campaign.

Requirements: A bachelor's degree is preferred in the areas of communications, behavioral science, student personnel, student activities, counseling or recreation.

Preferred Experience: A background of progressive experience in student personnel or student center work involving student development, program design, program supervision, and student activities service experience.

Application Deadline: July 31, 1992.

Starting Date: September 1, 1992. (Negotiable)

Send resume, transcript and three letters of reference to:

Karen Karschowski
Department Secretary
UWM Union
800 E. Wisconsin Ave.
Milwaukee, WI 53211

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BULLETIN BOARD: Positions available

DIRECTOR
SCHOOL OF MUSIC

The College of Arts and Sciences of Ohio University invites nominations and applications for the Director of the School of Music. The Director is responsible for the overall management and administration of the School of Music. The position is located in the School of Music and is a full-time position.

Requirements: A bachelor's degree is preferred in the areas of communications, behavioral science, student personnel, student activities, counseling or recreation.

Preferred Experience: A background of progressive experience in student personnel or student center work involving student development, program design, program supervision, and student activities service experience.

Application Deadline: July 31, 1992.

Starting Date: September 1, 1992. (Negotiable)

Send resume, transcript and three letters of reference to:

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UNIVERSITY
of DUBUQUEDIRECTOR OF
UNDERGRADUATE ADMISSION

The University of Dubuque is in the process of searching for a Director of Undergraduate Admission responsible for the recruitment of students who can benefit from and contribute to the University.

Requirements: A bachelor's degree is preferred in the areas of communications, behavioral science, student personnel, student activities, counseling or recreation.

Preferred Experience: A background of progressive experience in student personnel or student center work involving student development, program design, program supervision, and student activities service experience.

Application Deadline: July 31, 1992.

Starting Date: September 1, 1992. (Negotiable)

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OFFICE SECRETARY II

Grade and Salary: Grade 8, \$16,735

Requirements: A bachelor's degree is preferred in the areas of communications, behavioral science, student personnel, student activities, counseling or recreation.

Preferred Experience: A background of progressive experience in student personnel or student center work involving student development, program design, program supervision, and student activities service experience.

Application Deadline: July 31, 1992.

Starting Date: September 1, 1992. (Negotiable)

Send resume, transcript and three letters of reference to:

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with archival specialization, or one of these graduate programs in progress, combined with substantive pre-professional experience; experience with bibliographic and re-

College of Fine Arts at Ohio University invites nominations for the Governor of the Ohio State Bar Association.

A professional development officer is sought for

vacancies for administrators begin 9/92. Appl. rec'd by deadline of 12/2 will receive full consideration. A more detailed vacancy notice & au-

University of Virginia is seeking applications for the position of Director of the Curry School of Education. This position is

Administrative faculty position requires a master's degree or equivalent and three to five years' experience in fund raising with a

MISSISSAUGA TECHNOLOGICAL LIBRARY

University Development and Alumni Relations

Education Loan

Bank of Boston, New England's preeminent bank

EMORY UNIVERSITY

Residential Programs and Facilities

media and/or teaching experience and
selected upper division and graduate

Ohio. Interviewer: qualified applicants should submit cover letter; visa; undergraduate and graduate transcripts; and more.

working experience in the areas of O.C.C. and technical services, and daily management. General information on University of Nevada, a regional university, is available at:

[illegible]

1. **4. Name the world currency that goes best with**

AA/EQ Enrichment

of Annual Giving

Application: Applications will be accepted until the position is filled. Those received by September 15

in Mass Communications serves applications for the position of Assistant Secretary of Mass Communications. The candidate must have a earned doctorate in the governing field and be able to teach in

COORDINATOR OF GRANT REVIEW COMMITTEE

DIRECTOR OF THE ANNUAL FUND

GEORGETOWN UNIVERSITY

DIRECTOR OF STUDENT LIFE

It is essential as is a high degree of professionalism and personal security. Candidates would be suitable from a range of contexts: both

every week in The Chronicle

Assessment Initiatives

expertise in integrating student learning and assessment. He or she will also have the ability to work across academic disciplines in

bensilis are superior. Please send letter and resume before August 7, 1992 to:

MEDICAL WRITER

University of Miami School of Medicine seeks self-starting medical journalist to write package stories for news media. Degree and five years' media or publishing experience required. Send resume and references to: Medical Writer, University of Miami School of Medicine, P.O. Box 1611, Miami, FL 33101.

Mathematics/Computer Science: Blackburn College seeks two colleagues to help modernize and revitalize our mathematics curriculum. One position is scheduled to begin August 1995. Please send vita and three references to: Dr. Martha Birrell, Math/Computer Science, Blackburn College, 700 College Avenue, Carlinville, IL 62626. EOE.

Mathematics/Computer Science: Blackburn College seeks two colleagues to help modernize and revitalize our mathematics courses to: Dr. Martha Meredith, Math/Computer Science, Blackburn College, 700 College Avenue, Carlevo

MISSOURI COORDINATING BOARD FOR HIGHER EDUCATION

Two Vacant Positions

Research Associate for Planning and Academic Programs
Responsibilities: The successful candidate will conduct research and analysis on issues before the Missouri Coordinating Board for Higher Education, including but not limited to: new academic program proposals, existing programs, accreditation and transfer, and issues in Missouri higher education such as the Education for Economic Security Act as well as the development of the state's special projects. The person holding this position will also be expected to serve as liaison with two-year colleges and universities as well as other state agencies as assigned.

Qualifications: This is a staff level professional position. The successful candidate will have earned at least a master's degree in a recognized academic field and will have strong analytical skills and the ability to synthesize information from a variety of sources. The candidate must have a minimum of five years of teaching or administrative experience with a demonstrated ability to work with statistical analysis, microcomputer databases, academic program evaluation, and community college issues. The position will also be expected to serve as liaison with two-year colleges and universities as well as other state agencies as assigned.

Qualifications: This is a staff level professional position. The successful candidate will have earned at least a master's degree in a recognized academic field and will have strong analytical skills and the ability to synthesize information from a variety of sources. The candidate must have a minimum of five years of teaching or administrative experience with a demonstrated ability to work with statistical analysis, microcomputer databases, academic program evaluation, and community college issues. The position will also be expected to serve as liaison with two-year colleges and universities as well as other state agencies as assigned.

Salary: Starting compensation will be competitive depending on qualifications and experience plus the standard state of Missouri benefit package. Applications and resumes should be sent to the Missouri Coordinating Board for Higher Education, 101 Adams Street, Jefferson City, MO 65101. An Equal Opportunity Employer.

GETTYSBURG

Assistant Director of Financial Aid

This position will assist in the duties of the Financial Aid Officer in reviewing and processing Financial Aid applications and advising prospective Financial Aid students and their families concerning Financial Aid resources available with the Admissions Office will also be expected.

Entry level candidates will be considered but some financial aid experience is preferred. Gettysburg College has one and one-half of the Washington/Baltimore area. It is a women and minorities are encouraged to apply.

Resumes should be forwarded by July 17 to Ronald Brunk, Director of Financial Aid, Gettysburg College, Gettysburg, PA 17325.

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DIRECTOR RESEARCH SERVICES DIVISION

Institute of Paper Science and Technology

The Institute of Paper Science and Technology is seeking a dynamic entrepreneurial individual to direct the Research Services Division. This division provides technical support services for the education and research activities of the Institute, as well as providing related services to external organizations. The division also provides technical support for the Institute's research activities, including the development of new products and processes. The successful candidate will be responsible for the overall management of the division, including the recruitment and supervision of staff, the development of new products and processes, and the management of the division's budget.

Qualifications: For this position, an advanced degree or equivalent in a field related to paper science and technology is required. The successful candidate will have a minimum of five years of experience in a research or technical position, and will have strong analytical skills and the ability to synthesize information from a variety of sources. The candidate must have a minimum of five years of teaching or administrative experience with a demonstrated ability to work with statistical analysis, microcomputer databases, academic program evaluation, and community college issues. The position will also be expected to serve as liaison with two-year colleges and universities as well as other state agencies as assigned.

Salary: Starting compensation will be competitive depending on qualifications and experience plus the standard state of Missouri benefit package. Applications and resumes should be sent to the Missouri Coordinating Board for Higher Education, 101 Adams Street, Jefferson City, MO 65101. An Equal Opportunity Employer.

SCRIPPS COLLEGE

Director of Public Relations and Communication

The Director of Public Relations and Communication for Scripps College is responsible for all media relations and public relations for the College. The Director works with the President and other members of the College staff to develop and implement an annual public relations plan. The Director coordinates public relations, including management of the graphic design concepts, use of photography, and editorial functions. The Director also coordinates public relations with local, regional, national, and international media.

Qualifications: The Director must have excellent oral and written communication skills, successful experience in implementing and managing a media and public relations program, and a minimum of five years of experience in a similar position. The Director must also have a minimum of five years of experience in a similar position.

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DIRECTOR

Wake Forest University

The Southern Technology Council seeks a dynamic individual to serve as its Director. The Council—one of the South's premier regional economic development research organizations—seeks to improve the region's economy by the development of policies and programs relating to advanced technology, including industrial modernization and education.

Qualifications: For this position, an advanced degree or equivalent in a field related to paper science and technology is required. The successful candidate will have a minimum of five years of experience in a research or technical position, and will have strong analytical skills and the ability to synthesize information from a variety of sources. The candidate must have a minimum of five years of teaching or administrative experience with a demonstrated ability to work with statistical analysis, microcomputer databases, academic program evaluation, and community college issues. The position will also be expected to serve as liaison with two-year colleges and universities as well as other state agencies as assigned.

Salary: Starting compensation will be competitive depending on qualifications and experience plus the standard state of Missouri benefit package. Applications and resumes should be sent to the Missouri Coordinating Board for Higher Education, 101 Adams Street, Jefferson City, MO 65101. An Equal Opportunity Employer.

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CURATOR OF SPECIAL COLLECTIONS

Qualifications: For this position, an advanced degree or equivalent in a field related to paper science and technology is required. The successful candidate will have a minimum of five years of experience in a research or technical position, and will have strong analytical skills and the ability to synthesize information from a variety of sources. The candidate must have a minimum of five years of teaching or administrative experience with a demonstrated ability to work with statistical analysis, microcomputer databases, academic program evaluation, and community college issues. The position will also be expected to serve as liaison with two-year colleges and universities as well as other state agencies as assigned.

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BULLETIN BOARD: Positions available

WAKE FOREST UNIVERSITY

Director Intercollegiate Athletics

Wake Forest University, located in Winston-Salem, North Carolina, is a private university with approximately 5,300 students and 300 faculty in its schools (including the Bowman Gray School of Medicine).

Qualifications: For this position, an advanced degree or equivalent in a field related to paper science and technology is required. The successful candidate will have a minimum of five years of experience in a research or technical position, and will have strong analytical skills and the ability to synthesize information from a variety of sources. The candidate must have a minimum of five years of teaching or administrative experience with a demonstrated ability to work with statistical analysis, microcomputer databases, academic program evaluation, and community college issues. The position will also be expected to serve as liaison with two-year colleges and universities as well as other state agencies as assigned.

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ASSISTANT OR ASSOCIATE DIRECTOR/EMPLOYER RELATIONS MANAGER CAREER PLANNING & PLACEMENT

Qualifications: For this position, an advanced degree or equivalent in a field related to paper science and technology is required. The successful candidate will have a minimum of five years of experience in a research or technical position, and will have strong analytical skills and the ability to synthesize information from a variety of sources. The candidate must have a minimum of five years of teaching or administrative experience with a demonstrated ability to work with statistical analysis, microcomputer databases, academic program evaluation, and community college issues. The position will also be expected to serve as liaison with two-year colleges and universities as well as other state agencies as assigned.

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LOCK HAVEN UNIVERSITY

Assistant Director of Admissions

Lock Haven University is located in Lock Haven, Pennsylvania, in the central region of the state along the West Branch of the Susquehanna River. With an enrollment of 3,700 students, including a branch campus in Clearport, Pennsylvania, it is the largest university in the state. Lock Haven University is a member of the Middle Atlantic Association of Colleges and Universities, the American Association of Colleges and Universities, and the National Association of State Universities and Colleges.

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Salary: Starting compensation will be competitive depending on qualifications and experience plus the standard state of Missouri benefit package. Applications and resumes should be sent to the Missouri Coordinating Board for Higher Education, 101 Adams Street, Jefferson City, MO 65101. An Equal Opportunity Employer.

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UNIVERSITY OF DALLAS

Director of Development

The University of Dallas is a private, Catholic university located in Dallas, Texas. The University is a member of the Association of American Universities and the Association of Catholic Colleges and Universities. The University is a member of the Association of American Universities and the Association of Catholic Colleges and Universities.

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LOCK HAVEN UNIVERSITY

Office of Information Technology (OIT)

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PHILADELPHIA COLLEGE

College of Education & Science

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End Paper



YOU SEE DUST, I DON'T. DUST IS A DOCTOR'S VIEW OF PAIN IN AFRICA BY DAVID HEIDEN.

In the spring of 1985, I left my home in San Francisco to work in the refugee camps of eastern Sudan. It was an experience that often overwhelmed me. I knew I was having an experience with far more in it than I could absorb as it happened.

I kept a diary, and I compulsively took

photographs. The pictures are about refugees, but the story is really about Western relief workers. It is a story about confronting and attempting to remedy a set of circumstances that were far beyond our comprehension and control. It is a story about how we became part of the disaster we were sent to contain.

The text and photograph are from *Dust Is Dust: A Doctor's View of Pain in Africa* by David Heiden, a photographer, physician, and research associate at the University of California's San Francisco Medical School. The book of journal entries and black-and-white photographs is published by Temple University Press.

identifiable. But here the differential admission standards are remnants of the dual system with a continuing discriminatory effect, and the mission assignments "to some degree follow the historical racial imbalances." 914 F.2d, at 692. Moreover, the District Court did not justify the differential admission standards based on the different mission assignments.

It observed only that in the 1970's, the Board of Trustees justified a minimum ACT score of 15 because too many students with lower scores were not prepared for the historically white institutions and that imposing the 15 score requirement on admissions to the historically black institutions would dictate attendance at those universities. The District Court also stated that the mission of the regional universities had the more modest function of providing quality undergraduate education. Certainly the comprehensive universities are also, among other things, educating undergraduates. But we think the 15 ACT test score for automatic admission to the comprehensive universities, as compared with a score of 13 for the regionals, requires further justification in terms of sound educational policy.

Another constitutionally problematic aspect of the state's use of the ACT test scores is its policy of denying automatic admission if an applicant fails to earn the minimum ACT score specified for the particular institution, without also reuniting in the applicant's high-school grades as an additional factor in predicting college performance. The United States produced evidence that the American College Testing Program (ACT), the administering organization of the ACT, discourages use of ACT scores as the sole admissions criterion on the ground that it gives an incomplete "picture" of the student applicant's ability to perform adequately in college. App. 129-130. One ACT report presented into evidence suggests that "it would be foolish" to substitute a three- or four-hour test in place of a student's high-school grades as a means of predicting college performance. Id., at 193. The record also indicated that the disparity between black and white students' high-school grade averages was much narrower than the gap between their average ACT scores, thereby suggesting that an admissions formula which included grades would increase the number of black students eligible for automatic admission to all of Mississippi's public universities.

The United States insists that the state's refusal to consider information which would better predict college performance than ACT scores alone is irrational in light of most states' use of high-school grades and other indicators along with standardized test scores. The District Court observed that the Board of Trustees was concerned with grade inflation and the lack of comparability in grading practices and course offerings among the state's diverse high schools. Both the District Court and the Court of Appeals found this concern ample justification for the failure to consider high-school grade performance along with ACT scores. In our view, such justification is inadequate because the ACT requirement was originally adopted for discriminatory purposes, the current requirement is traceable to that decision and seemingly continues to have segregative effects, and the state has so far failed to show that the "ACT-only" admission standard is not susceptible to elimination without eroding sound educational policy.

A second aspect of the present system that necessitates further inquiry is the widespread duplication of programs. "Unnecessary" duplication refers, under the District Court's definition, "to those instances where two or more institutions offer the same non-essential or non-core program. Under this definition, all duplication at the bachelor's level of non-basic liberal arts and sciences course work and all duplication at the master's level and above are considered to be unnecessary." 674 P. Supp., at 1540.

The District Court found that 34.6 per cent of the 29 undergraduate programs at historically black institutions are "unnecessarily duplicated" by the historically white universities, and that 90 per cent of the graduate programs at the historically black institutions are unnecessarily duplicated at the historically white institutions. Id., at 1541. In its conclusions of law on this point, the District Court nevertheless determined that "there is no proof" that such duplication "is directly associated with the racial identifiability of institutions," and that "there is no proof that the elimination of unnecessary program duplication would be justifiable from an educational standpoint or that its elimination would have a substantial effect on student choice." Id., at 1561.

The District Court's treatment of this issue is problematic from several different perspectives. First, the court appeared to impose the burden of proof on the plaintiffs to meet the legal standard the court itself acknowledged was not yet formulated. It can hardly be denied that such duplication was part and parcel of the prior dual system of higher education—the whole notion of "separate but equal" required duplicative programs in two sets of schools—and that the present unnecessary duplication is a continuation of that practice.

Brown and its progeny, however, established that the burden of proof falls on the state, and not the aggrieved plaintiffs, to establish that it has dismantled its prior de jure segregated system. *Brown II*, 349 U.S., at 300. The court's holding that plaintiffs could not establish the constitutional defect of unnecessary duplication, therefore, improperly shifted the burden away from the state. Second, implicit in the District Court's finding of "unnecessary" duplication is the absence of any educational justification and the fact that some if not all duplication may be practically eliminated. Indeed, the District Court observed that such duplication "cannot be justified economically or in terms of providing quality education." 674 P. Supp., at 1541. Yet by stating that "there is no proof" that elimination of unnecessary duplication would decrease institutional racial identifiability, affect student choice, and promote educationally sound policies, the court did not make clear whether it had directed the parties to develop evidence on these points, and if so, what that evidence revealed. See id., at 1561. Finally, by treating this issue in isolation, the court failed to consider the combined effects of unnecessary program duplication with other policies, such as differential admissions standards, in evaluating whether the state had met its duty to dismantle its prior de jure segregated system.

We next address Mississippi's scheme of institutional mission classification, and whether it perpetuates the state's formerly de jure dual system. The District Court found that, throughout the period of de jure segregation, University of Missis-

sippi State University, and University of Southern Mississippi were the flagship institutions in the state system. They received the most funds, initiated the most advanced and specialized programs, and developed the widest range of curricular functions. At their inception, each was restricted for the education solely of white persons. Id., at 1526-1528. The missions of Mississippi University for Women and Delta State University (osu), by contrast, were more limited than their other all-white counterparts during the period of legalized segregation. muw and osu were each established to provide undergraduate education solely for white students in the liberal arts and such other fields as music, art, education, and home economics. Id., at 1527-1528.

When they were founded, the three exclusively black universities were more limited in their assigned academic missions than the five all-white institutions. Alcorn State, for example, was designated to serve as "an agricultural college for the education of Mississippi's black youth." Id., at 1527. Jackson State and Mississippi Valley State were established to train black teachers. Id., at 1528. Though the District Court's findings do not make this point explicit, it is reasonable to infer that state funding and curriculum decisions throughout the period of de jure segregation were based on the purposes for which these institutions were established.

In 1981, the state assigned certain missions to Mississippi's public universities as they then existed. It classified University of Mississippi, Mississippi State, and Southern Mississippi as "comprehensive" universities having the most varied programs and offering graduate degrees. Two of the historically white institutions, Delta State University and Mississippi University for Women, along with two of the historically black institutions, Alcorn State University and Mississippi Valley State University, were designated as "regional" universities with more limited programs and devoted primarily to undergraduate education. Jackson State University was classified as an "urban" university whose mission was defined by its urban location.

The institutional mission designations adopted in 1981 have as their antecedents the policies enacted to perpetuate racial separation during the de jure segregated regime. The Court of Appeals expressly disagreed with the District Court by recognizing that the "inequalities among the institutions largely follow the mission designations, and the mission designations to some degree follow the historical racial assignments." 914 F.2d, at 692. It nevertheless upheld this facet of the system as constitutionally acceptable based on the existence of good-faith racially neutral policies and procedures.

That different missions are assigned to the universities surely limits to some extent an entering student's choice as to which university to seek admission. While the courts below both agreed that the classification and mission assignments were made without discriminatory purpose, the Court of Appeals found that the record "supports the plaintiffs' argument that the mission designations had the effect of maintaining the more limited program scope at the historically black universities." Id., at 690. We do not suggest that dual discriminatory purposes the assignment of different missions to various insti-

tutions in a state's higher-education system would raise an equal protection issue where one or more of the institutions become or remain predominantly black or white. But here the issue is whether the state has sufficiently dismantled its prior dual system; and when combined with the differential admission practices and unnecessary program duplication, it is likely that the mission designations interfere with student choice and tend to perpetuate the segregated system. On remand, the court should inquire whether it would be practicable and consistent with sound educational practices to eliminate any such discriminatory effects of the state's present policy of mission assignments.

Fourth, the state attempted to bring itself into compliance with the Constitution by continuing to maintain and operate all eight higher-educational institutions. The existence of eight instead of some lesser number was undoubtedly occasioned by state laws forbidding the mingling of the races. And as the District Court recognized, continuing to maintain all eight universities in Mississippi is wasteful and irrational. The District Court pointed especially to the facts that Delta State and Mississippi Valley are only 35 miles apart and that only 20 miles separate Mississippi State and Mississippi University for Women. 674 P. Supp., at 1563-1564. It was evident to the District Court that "the defendants undertake to fund more institutions of higher learning than are justified by the amount of financial resources available to the state." Id., at 1564, but the court concluded that such fiscal irresponsibility was a policy choice of the Legislature rather than a feature of a system subject to constitutional scrutiny.

Unquestionably, a larger number than a smaller number of institutions from which to choose in itself makes for different choices, particularly when examined in the light of other factors present in the operation of the system, such as admissions, program duplication, and institutional mission designations. Though certainly closure of one or more institutions would decrease the discriminatory effects of the present system, see, e.g., *United States v. Louisiana*, 718 F. Supp. 499, 514 (ED La. 1989), based on the present record we are unable to say whether such action is constitutionally required.

Elimination of program duplication and review of admissions criteria may make institutional closure unnecessary. However, on remand this issue should be carefully explored by inquiring and determining whether retention of all eight institutions itself affects student choice and perpetuates the segregated higher-education system, whether maintenance of each of the universities is educationally justifiable, and whether one or more of them can be practically closed or merged with other existing institutions.

Because the former de jure segregated system of public universities in Mississippi impeded the free choice of prospective students, the state in dismantling that system must take the necessary steps to insure that this choice now is truly free. The full range of policies and practices must be examined with this duty in mind. That an institution is predominantly white or black does not in itself make out a constitutional violation. But surely the state may not leave in place policies rooted in its prior "dual" system that serve to maintain the racial identifiability of its uni-

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A New Era for Desegregation

Text of Supreme Court Opinions on Mississippi Desegregation

Continued from Preceding Page

verities if those policies can practically be eliminated without eroding sound educational policies.

If we understand private petitioners to press us into the ordering of Jackson State, Alcorn State and Mississippi Valley State so that they may be publicly financed, exclusively black enclaves by private choice, we reject that request. The state provides these facilities for all its citizens and it has not met its burden under *Brown* to take affirmative steps to dismantle its prior *de jure* system when it perpetuates a separate, but "more equal" one. Whether such an increase in funding is necessary to achieve a full dismantlement under the standards we have outlined, however, is a different question, and one that must be addressed on remand.

Because the District Court and the Court of Appeals failed to consider the state's duties in their proper light, the cases must be remanded. To the extent that the state has not met its affirmative obligation to dismantle its prior dual system, it shall be adjudged in violation of the Constitution and Title VI and remedial proceedings shall be conducted. The decision of the Court of Appeals is vacated, and the cases are remanded for further proceedings consistent with this opinion.

It is so ordered.

Justice Thomas's Concurring Opinion

"We must rally to the defense of our schools. We must repudiate this unbearable assumption of the right to kill institutions unless they conform to one narrow standard." W. B. B. Du Bois, *Schools*, 13 *The Crisis* 111, 112 (1917).

I agree with the Court that a state does not satisfy its obligation to dismantle a dual system of higher education merely by adopting race-neutral policies for the future administration of that system. Today, we hold that "if policies traceable to the *de jure* system are still in force and have discriminatory effects, those policies too must be reformed to the extent practicable and consistent with sound educational policies." *Ante*, at 10.

I agree that this statement defines the appropriate standard to apply in the higher-education context. I write separately to emphasize that this standard is far different from the one adopted to govern the grade-school context in *Green v. New Kent County School Bd.*, 391 U.S. 430 (1968), and its progeny. In particular, because it does not compel the elimination of all observed racial imbalances, it portends neither the destruction of historically black colleges nor the severing of those institutions from their distinctive histories and traditions.

In *Green*, we held that the adoption of a freedom-of-choice plan does not satisfy the obligations of a formerly *de jure* grade-school system should the plan fail to decrease, if not eliminate, the racial imbalance within that system. See *id.*, at 441. Although racial imbalances do not itself establish a violation of the Constitution, our decision following *Green* indulged the presumption, often irrefutable in practice, that a presently observed imbalance has been proximately caused by intentional

at state action during the prior *de jure* era. See, e.g., *Dayton Bd. of Ed. v. Brinkman*, 443 U.S. 526, 537 (1979); *Keyes v. School Dist. No. 1, Denver, Colo.*, 413 U.S. 199, 211 (1973).

As a result, we have repeatedly authorized the district courts to reassign students, despite the operation of facially neutral assignment policies, in order to eliminate or decrease observed racial imbalances. See, e.g., *Swann v. Charlotte-Mecklenburg Board of Ed.*, 402 U.S. 1, 22-31 (1971); *Green*, *supra*, at 42.

Whenever the merit of this approach in the grade-school context, it is quite plainly not the approach that we adopt today to govern the higher-education context. We explicitly reject the use of remedies as "radical" as student reassignment—i.e., "remedies akin to those upheld in *Green*," *Ante*, at 10. See also *ante*, at 19. Of necessity, then, we focus on the specific policies alleged to produce racial imbalance, rather than on the imbalance itself. Thus, a plaintiff cannot obtain relief merely by identifying a persistent racial imbalance, because the district court cannot provide a reassignment remedy designed to eliminate that imbalance directly.

Plaintiffs are likely to be able to identify, as these plaintiffs have identified, specific policies traceable to the *de jure* era that continue to produce a current racial imbalance.

As a practical matter, then, the district courts administering our standard will spend their time determining whether such policies have been adequately justified—a far narrower, more manageable task than that imposed under *Green*.

Achieving policy does not survive under the standard we announce today if it began during the prior *de jure* era, produces adverse impacts, and persists without sound educational justification. When each of these elements has been met, I believe, we are justified in not requiring proof of a present specific intent to discriminate. It is safe to assume that a policy adopted during the *de jure* era, if it produces segregative effects, reflects a discriminatory intent.

As long as that intent remains, of course, such a policy cannot continue. And given an initially tainted policy, it is eminently reasonable to make the state bear the risk of non-perseverance with respect to intent of some future time, both because the state has created the dispute through its own prior unlawful conduct, see, e.g., *Keyes*, *supra*, at 209-210, and because discrimination today does tend to persist through time, see, e.g., *Hazelwood School Dist. v. United States*, 433 U.S. 299, 310-11, n.15 (1977). Although we do not formulate our standard in terms of a burden shift with respect to intent, the factors we do consider—the historical background of the policy, the degree of its adverse impact, and the plausibility of any justification asserted in its defense—are precisely those factors that go into determining intent under *Washington v. Davis*, 426 U.S. 229 (1976). See, e.g., *Arlington Heights v. Metropolitan Housing Development Corp.*, 429 U.S. 252, 266-267 (1977). Thus, if a policy remains in force, without adequate justification and despite tainted roots and segregative effect, it appears clear—clear enough to presume conclusively—that the state has failed to disprove discriminatory intent.

We have no occasion to elaborate upon what constitutes an adequate justification. Under *Green*, we have recognized that an otherwise unconstitutional policy may be justified if it serves "important and legitimate ends." *Dayton*, *supra*, n. 538, or if its elimination is not "practicable." *Boutwell v. Bd. of Oklahoma City v. Dowell*, 498 U.S. (1991) (slip. op., at 11). As Justice Scalia points out, see *post*, at 5-6, our standard appears to mirror these formulations neither closely. Nonetheless, I find most encouraging the Court's emphasis on "sound educational practices," *ante*, at 10 (emphasis added); see also, *ante*, at 12 ("sound educational justification"); *ante*, at 17 ("sound educational policy"). From the beginning, we have recognized that desegregation remedies cannot be designed to insure the elimination of any remnant at any price, but rather must display "a practical flexibility" and "a facility for adjusting and reconciling public and private needs." *Brown v. Board of Ed.*, 349 U.S. 294, 300 (1955). Obviously, one compelling need to be considered is the educational need of the present and future students in the Mississippi university system, for whose benefit the remedies will be crafted.

In particular, we do not foreclose the possibility that there exists "sound educational justification" for maintaining historically black colleges as such. Despite the shameful history of state-enforced segregation, these institutions have survived and flourished. Indeed, they have even expanded as opportunities for blacks to enter historically white institutions have expanded. Between 1954 and 1980, for example, enrollment in historically black colleges increased from 70,000 to 200,000 students, while degrees awarded increased from 13,000 to 32,000. See S. Hill, *National Center for Education Statistics*, *The Traditionally Black Institutions of Higher Education 1960 to 1982*, pp. xiv-xv (1982). These accomplishments have not gone unnoticed.

"The colleges founded for Negroes are both a source of pride to blacks who have attended them and a source of hope to black families who want the benefits of higher learning for their children. They have exercised leadership in developing educational opportunities for young blacks at all levels of instruction, and, especially in the South, they are still regarded as key institutions for enhancing the general quality of the lives of black Americans." Carnegie Commission on Higher Education, *From Isolation to Mainstream: Problems of the Colleges Founded for Negroes* 11 (1971).

I think it undisputable that these institutions have succeeded in part because of their distinctive histories and traditions; for many, historically black colleges have become "a symbol of the highest attainments of black culture." J. Preer, *Lawyers v. Educators: Black Colleges and Desegregation in Public Higher Education* 2 (1982). Obviously, a state cannot maintain such traditions by closing particular institutions, historically white or historically black, to particular racial or historically black, it hardly follows that a state cannot operate a diverse assortment of institutions—including historically black institutions—open to all on a race-neutral basis,

but with established traditions and programs that might disproportionately appeal to one race or another.

No one, I imagine, would argue that such institutional diversity is without "sound educational justification," or that it is even remotely akin to program duplication, which is designed to separate the races for the sake of separating the races. The Court at least hints at the importance of this value when it distinguishes *Green* in part on the ground that colleges and universities "are not fungible." *Ante*, at 9. Although I agree that a state is not constitutionally required to maintain its historically black institutions as such, see *ante*, at 23-24, I do not understand our opinion to hold that a state is forbidden from doing so. It would be ironic, to say the least, if the institutions that sustained blacks during segregation were themselves destroyed in an effort to combat its vestiges.

Justice O'Connor's Concurring Opinion

I join the opinion of the Court, which requires public universities, like public elementary and secondary schools, to affirmatively dismantle their prior *de jure* segregation in order to create an environment free of racial discrimination and to make aggrieved individuals whole. See *Brown v. Board of Education*, 349 U.S. 294, 299 (1955); *Brown II*, 349 U.S. 294, 413 U.S. 717, 746 (1974). I write separately to emphasize that it is Mississippi's burden to prove that it has undone its prior segregation, and that the circumstances which a state may justify a policy or practice traceable to the *de jure* segregation that has segregative effects are narrow.

In light of the state's long history of discrimination, and the lost educational and career opportunities and stigmatic harms caused by discriminatory educational systems, see *Brown v. Board of Education*, 349 U.S. 483, 494 (1955) (*Brown II*; *Swann v. Bd. of Ed.*, 402 U.S. 62, 63-64 (1970); *McLaurin v. Oklahoma State Regents for Higher Ed.*, 339 U.S. 637, 640-641 (1950), the courts below must carefully examine Mississippi's proffered justifications for maintaining a remnant of *de jure* segregation to insure that such rationales do not merely mask the perpetuation of discriminatory practices. Where the state can accomplish legitimate educational objectives through less segregative means, the courts may infer lack of good faith, at the least it places a heavy burden upon the state to explain its preference for an apparently less effective method." *Green v. New Kent County School Bd.*, 391 U.S. 430, 439 (1968).

In my view, it also follows from the state's obligation to prove that it has "undone" all steps "to eliminate policies and practices traceable to *de jure* segregation," *Ante*, at 15, that if the state shows that maintenance of certain remnants of its prior system is essential to accomplish its legitimate goals, then it still must prove that it has counteracted and minimized the segregative impact of such policies to the extent possible. Only by eliminating a remnant that unnecessarily continues to foster segregation or by negating its segregative impact can the state satisfy its constitutional obligation to dismantle the discriminatory system that should, by now, be only a distant memory.

Government & Politics

Government & Politics

Justice Scalia's Dissenting Opinion

With some of what the Court says today, I agree. I agree, of course, that the Constitution compels Mississippi to remove all discriminatory barriers to its state-funded universities. *Brown v. Board of Education*, 347 U.S. 483 (1954) (*Brown I*). I agree that the Constitution does not compel Mississippi to remedy funding disparities between its historically black institutions (tw's) and historically white institutions (wh's). And I agree that Mississippi's American College Testing Program (ACT) requirements need further review. I reject, however, the effectively unsustainable burden the Court imposes on Mississippi, and all states that formerly operated segregated universities, to demonstrate compliance with *Brown I*.

The requirement, which resembles what we prescribed for primary and secondary schools in *Green v. New Kent County School Board*, 391 U.S. 430 (1968), has no proper application in the context of higher education, provides no genuine guidance to states and lower courts, and is as likely to subvert us to promote the interests of those citizens on whose behalf the present suit was brought.

I. Before evaluating the Court's handwork, it is no small task simply to comprehend it. The Court sets forth not one, but seemingly two different tests for ascertaining compliance with *Brown I*—though in the last analysis they come to the same. The Court initially announces the following test: in Part III of its opinion, all policies (i) "traceable to the state's prior *de jure* system" (ii) "that continue to have segregative effects—whether by influencing student enrollment decisions or by fostering segregation in other facets of the university system"—must be eliminated (iii) to the extent "practicable" and (iv) consistent with "sound educational" principles. *Ante*, at 12.

When the Court comes to applying its test, however, in Part IV of the opinion, "influencing student enrollment decisions" is not merely one example of a "segregative effect," but is elevated to an independent and essential requirement of its own.

The policies that must be eliminated are those that (i) are legacies of the dual system; (ii) "contribute to the racial identification" of the state's universities (the name of (i) and (ii) in Part III), and in addition (iii) do so in a way that "substantially restricts a person's choice of which institution to enter" (emphasis added). *Ante*, at 13. See also *ante*, at 15, 19, 21-23.

What the Court means by "substantially restricting a person's choice of which institution to enter" is not clear. During the course of the discussion in Part IV the restriction changes from one of strong coercion ("substantially restrict," *ante*, at 13, "interfere," *ante*, at 21), to one of mild pressure ("restrict," *ante*, at 15, "limit," *ante*, at 21), to one of slight inducement ("inherently self-select," *ante*, at 15, "affect," *ante*, at 19, 23). If words have any meaning, in this last stage of development the requirement is so frail that almost anything will overcome it.

Even an open-admissions policy would fall short of insuring that student choice is unaffected by race action. The Court's re-

sults also suggest that the "restricting choice" requirement is needless. Nothing else would explain how it could be met by Mississippi's mission designations, program duplication, and operation of all eight formerly *de jure* colleges. Only a test aimed at state action that "affects" student choice could implicate policies such as these, which in no way restrict the decision where to attend college. (Indeed, program duplication and continuation of the eight schools have quite the opposite effect; they multiply, rather than restrict, limit, or impede the available choices.) At the end of the day, then, the Court dilutes this potentially useful concept to the point of such insignificance that it adds nothing to the Court's test except confusion. It will be a fertile source of litigation.

Almost as inscrutable in its operation as the "restricting choice" requirement is the requirement that challenged state practices perpetuate *de facto* segregation. That is "likely" met, the Court says, by Mississippi's mission designations. *Ante*, at 21-22. Yet surely it is apparent that by designating three colleges of the same prior disposition (tw's) as the only comprehensive schools, Mississippi encouraged integration; and that the suggested alternative of elevating an 1101 to comprehensive status (so that blacks could go there instead of to the tw's) would have been an invitation to continuing segregation. See *Ayers v. Allain*, 674 F. Supp. 1523, 1562 (ND Miss., 1987) ("Approximately 30 percent of all black college students attending four-year colleges in the state attend one of the comprehensive universities").

It appears, moreover, that even if particular practice does not, in isolation, fit the minimal level of fostering segregation, it can be aggregated with other ones, and the composite condemned. See *ante*, at 19-20 ("by treating [the] issue [of program duplication] in isolation, [the district] court failed to consider the combined effects of unnecessary program duplication with other policies, such as differential admissions standards"; *ante*, at 21-22 ("when combined with the differential admission practices and unnecessary program duplication, it is likely that the mission designations . . . tend to perpetuate the segregated system"). It is interesting to speculate how university administrators are going to guess which practices a district judge will choose to aggregate; or how district judges are going to guess when desegregation is lawful.

The Court appears to suggest that a practice that has been segregated and condemned may be desegregated and approved so long as it does not itself "perpetuate the segregated higher-education system." *Ante*, at 23—which seems, of course, to negate the whole purpose of aggregating in the first place. The Court says: "Elimination of program duplication and revision of admissions criteria may make institutional closure unnecessary."

On remand, this issue should be carefully explored by inquiring and determining whether retention of all eight institutions itself . . . perpetuates the segregated higher-education system, whether (presumably) in much different ways than the "important and legitimate ends" excuse allowed under *Green*. See *Dayton Board of Education v. Brinkman*, 443 U.S. 526, 538 (1979).

Perhaps the Court means, however, that

even if retention of all eight institutions is found by itself not to "perpetuate the segregated higher-education system," it may still be found that such retention is "educationally justifiable," or that none of the institutions can be "practically closed or merged." It is unclear.

Besides the ambiguities inherent in the "restricting choice" requirement and the requirement that the challenged state practice or practices perpetuate segregation, I am not sanguine that there will be comprehensible content to the to-be-defined later (and, make no mistake about it, outcome-determinative) notions of "sound educational justification" and "impracticable elimination."

In short, except for the results that it produces in the present case (which are what they are because the Court says so), I have not the slightest idea how to apply the Court's analysis—and I doubt whether anyone else will.

Whether one consults the Court's description of what it purports to be doing, in Part III, *ante*, at 8-12, or what the Court actually does, in Part IV, *ante*, at 13-24, one must conclude that the Court is essentially applying to universities the amphiprism standard adopted for primary and secondary schools in *Green v. New Kent County School Board*, 391 U.S. 430 (1968). Like that case, today's decision places upon the state the ordinarily unsustainable burden of proving the negative proposition that it is not responsible for extant racial disparity in enrollment. See *ante*, at 8. *Green* requires school boards to prove that racially identifiable schools are not the consequence of past or present discriminatory state action. *Swann v. Charlotte-Mecklenburg Bd. of Education*, 402 U.S. 1, 24 (1971); today's opinion requires state university administrators to prove that racially identifiable schools are not the consequence of any practice or practices (in such unprompted "aggregation" as might strike the fancy of a district judge) held over from the prior *de jure* regime.

This will imperil virtually any practice or program plaintiffs decide to challenge—just as *Green* has—so long as racial imbalance remains. And just as under *Green*, so also under today's decision, the only practicable way of disproving that "existing racial identification is attributable to the state," *ante*, at 8, is to eliminate extant segregation, i.e., to assure racial proportionality in the schools.

Failing that, the state's only defense will be to establish an excuse for each challenged practice—either impracticability of elimination, which is also a theoretical excuse under the *Green* regime, see *Board of Education of Oklahoma City v. Dowell*, 498 U.S. (1991) (slip. op., at 10-11), or sound educational value, which (presumably) is not much different from the "important and legitimate ends" excuse allowed under *Green*. See *Dayton Board of Education v. Brinkman*, 443 U.S. 526, 538 (1979).

On remand, this issue should be carefully explored by inquiring and determining whether retention of all eight institutions itself . . . perpetuates the segregated higher-education system, whether (presumably) in much different ways than the "important and legitimate ends" excuse allowed under *Green*. See *Dayton Board of Education v. Brinkman*, 443 U.S. 526, 538 (1979).

II. Application of the standard (or standards) announced today has no justification in precedent, and in fact runs contrary to a case decided six years ago, see *Bazemore v. Friday*, 478 U.S. 383 (1986). The Court relies primarily upon citations of *Green* and other primary and secondary school cases. But those decisions left open the question whether *Green* inheres appli-

cation in the distinct context of higher education. Beyond that, the Court relies on *Brown I*, *Florida ex rel. Hawkins v. Board of Control of Fla.*, 350 U.S. 413 (1956) (*operant*), and *Gilmore v. City of Montgomery*, 417 U.S. 556 (1974). That reliance also is mistaken.

The constitutional evil of the "separate but equal" regime that we confronted in *Brown I* was that blacks were told to go to one set of schools, whites to another. See *Plessy v. Ferguson*, 163 U.S. 537 (1896). What made this "even-handed" racial partitioning offensive to equal protection was its implicit stigmatization of minority students: "To separate [black students] from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone." *Brown I*, 347 U.S. at 494. In the context of higher education, a context in which students decide whether to attend school and if so where, the only unconstitutional derivations of that bygone system are those that limit access on discriminatory bases; for only they have the potential to generate the harm *Brown I* condemned, and only they have the potential to deny students equal access to the best public education a state has to offer. Legacies of the dual system that permit (or even incidentally facilitate) free choice of racially identifiable schools—while still assuring each individual student the right to attend whatever school he wishes—do not have these consequences.

Our decisions immediately following *Brown I* also fail to sustain the Court's approach. They, too, suggest that former *de jure* universities have one duty: to ensure that discriminatory obstacles to admission. *Brown v. Board of Education*, 349 U.S. 294 (1955) (*Brown II*), requires states "to achieve a system of determining admission to the public schools on a non-racial basis." *Id.*, at 300-301, as do other cases of that era, see, e.g., *Cooper v. Aaron*, 358 U.S. 1, 7 (1958); *Gans v. Board of Ed. of Knoxville*, 373 U.S. 683, 687 (1963).

Nor do *Hawkins* or *Gilmore* support what the Court has done. *Hawkins* involved a segregated graduate school, to be sure. But our one-paragraph *per curiam* opinion supports nothing more than what I have said: the duty to dismantle means the duty to establish non-discriminatory admissions criteria. See 350 U.S. at 414 ("He is entitled to prompt admission under the rules and regulations applicable to other qualified candidates"). Establishment of neutral admissions standards, not the eradication of all "policies traceable to the *de jure* system . . . having discriminatory effects," *ante*, at 10, is what *Hawkins* is about.

Finally, *Gilmore*, quite simply, is inapposite. All that we did there was the "in-order enjoining a city from granting exclusive access to its parks and recreational facilities to segregated private schools and to groups affiliated with such schools. 417 U.S. at 569. Notably, in the one case that does bear proximately on today's decision, *Bazemore*, *supra*, we declined to apply *Gilmore*. See *Bazemore*, *supra*, at 408 ("Our cases requiring parks and the like to be desegregated lend no support for requiring more than what has been done in this case").

If we are looking to precedent to guide us in the context of higher education, we need not go back 38 years to *Brown I*, read

Continued on Following Page

Physicists Tell the Senate That Killing the SSC Will Hurt American Science

By RIM A. McDONALD

WASHINGTON
In an effort to save the Superconducting Supercollider, a delegation of leading physicists warned two Senate panels last week that killing the \$8.25-billion subatomic-particle collider would severely damage the vitality of the country's scientific enterprise.

"If we turn our backs on the supercollider and, in effect, terminate this field in the United States, it is one more signal that we are less interested in the long term," said Leon M. Lederman, director emeritus of the Fermi National Accelerator Laboratory in Batavia, Ill.

"This message will go out to all of the young men and women we so desperately want to recruit into all of the sciences, and I fear that our vitality as a once-exuberant and vital society will decline."

Mr. Lederman, a Nobel Prize-winning physicist, delivered his dire warning to a hearing of the Senate Appropriations Subcommittee on Energy and Water Development and the Senate Committee on Energy and Natural Resources. He was accompanied by a dozen eminent scientists, including three other Nobel laureates, whose presence at the hearing and at a later meeting with President Bush was intended to demonstrate widespread scientific support for the supercollider after the House of Representatives last month voted to terminate the controversial project.

Opposition From Bumpers

However, Sen. Dale L. Bumpers, an Arkansas Democrat who plans to offer an amendment to kill the project, broke the supportive atmosphere at the hearing by criticizing the gathering for excluding the views of scientists who fear the supercollider will drain support from smaller research programs.

"There are many in the scientific community and elsewhere that are

opposed to the SSC, yet their voice, and that point of view, will not be heard," he complained.

Mr. Bumpers argued that the supercollider would cost more than \$20-billion to build and operate, and that any project that "has no direct benefits for the economy or our people should not be a priority item."

'A Blank Check'

"We have seen the cost estimates for the SSC more than double in three years, yet we are told the project must continue," he added. "Why in a period of fiscal austerity are we, in effect, giving the SSC a blank check?"

Sen. J. Bennett Johnston, a Louisiana Democrat who chairs both Senate panels, challenged Mr. Bumpers' figures, arguing that the federal government would realize only \$4.3-billion in savings if it terminated the project this year.

He said that if the Senate, like the House of Representatives, wanted to demonstrate its fiscal responsibility, it should trim the government's entitlement programs, not basic research.

"All of us want to send a signal that we are fiscally responsible, that we are for the balanced budget, that we want to bring down the huge amount of this debt," Mr. Johnston said. "But we all know that the real problem with the deficit is not science projects, which represent cumulatively one five hundredth of the budget" in the bill to provide money for energy and water programs.

Senate aides said Mr. Johnston would delay consideration of his subcommittee's bill until after the Senate's July recess to build support for the supercollider.

Although the Senate is considered to be more supportive of the project than the House, the \$650-million requested by President Bush for the supercollider in fiscal 1993 has proved to be more conten-

tious than many lawmakers anticipated.

"We just can't fund everything, no matter how important it is," said Sen. Dennis DeConcini, an Arizona Democrat who suggested that Mr. Johnston consider cutting support for another costly project in order to make financing the supercollider more palatable to Senators like him.

An aide to Mr. Bumpers said he expected the Senate vote on the supercollider to be very close. He noted that Mr. Bumpers, who also plans to offer an amendment to kill the \$30-billion space station, believes that the supercollider has more scientific merit than the space station. But he acknowledged that because the government had already spent \$7.8-billion on the space station, compared to about \$1-billion on the supercollider, the collider appeared to be the more vulnerable project.

Bush Promises Support

In his meeting with the scientists, Mr. Bush promised to oppose any attempt in the Senate to cut the supercollider's financing.

"It is important not just for national pride, it's important to science generally that this be fully funded and that we stay out in front," he told them.

However, supercollider supporters are concerned that an audit critical of some aspects of the project's construction could hurt them if it is released before the Senate vote. A spokesman for the Energy Department's Office of Inspector General, which conducted the audit, said the report could be made public as early as next week.

Joseph R. Ciprino, the agency's SSC project manager, said the report had concluded that in the supercollider's early construction "some things cost more than they should have and that we need to get those costs under control." But he noted that construction managers had since made changes to address the recommendations and that "we believe we have avoided those cost increases that might have occurred due to those deficiencies."

Oregon Colleges Face Cuts of 20% After Legislature Kills Tax Plan

Continued From Page A15

mer than the one I'm going to have."

Among other things, the Governor's proposal would have cut the state income tax, and would have instituted a 3.5-percent sales tax, with exemptions for food, housing, utilities, and medical costs. The package would have regained most, although not all, of the revenues lost under the 1990 property tax cap, known as Measure 5.

Now the chief hope for relief appears to be that the Legislature might approve a temporary revenue source during the regular session next year to buffer revenue losses during 1993-95.

Plans Submitted in June

A 20-percent cut in the higher-education system amounts to eliminating \$152-million from the current biennial state appropriation of \$760-million. The state's 16 community colleges also must cut their budgets, although at much lower levels, than the four-year colleges and universities. The community

colleges have different budget sources and actually secured some state support through Measure 5.

Presidents of the eight four-year colleges and universities submitted proposed cuts last month, based on systemwide guidelines issued by the State Board of Higher Education. The cuts included elimination of the state's only veterinary school, at Oregon State University; sharp reductions in nursing enrollments at two colleges; elimination of most master's programs at the four-year colleges; and elimination of more than 400 faculty, staff and administrative positions at the University of Oregon, which decided to trim programs instead of eliminating majors or departments.

Statewide, the system expects to consolidate some academic programs, cut 1,500 faculty, staff, and administrative positions, reduce enrollments by 4,000 students, and raise tuition to regain about \$20-million in lost state revenue.

The chancellor has proposed raising undergraduate tuition by 15 percent in each of the next two

STATE NOTES

Wis. lawmakers fail to block speech code

Group allowed to sue animal-research panel

Wisconsin lawmakers failed last week in a bid to block the University of Wisconsin System from adopting a new "hate speech" code, but the future of the code was still not clear.

Under Wisconsin law, the Assembly's Colleges and Universities Committee has 30 days to block any rule that the Board of Regents has proposed for the system. Last week, on the 30th day available for review, the committee denounced 5 to 3 a motion to block the code. That left the regents free to enact it.

The committee did vote to ask the regents to reconsider the code in light of recent rulings by the U.S. Supreme Court and the Wisconsin Supreme Court against similar policies (*The Chronicle*, July 1).

The board has not yet met to act on that request.

The proposed code would bar "speeches directed specifically toward individuals with the purpose of creating a hostile educational environment on the basis of their race, gender, or sexual preference."

It was adopted after an earlier speech code was declared unconstitutional by a federal district court.

University officials have said that they believe their code is still legal under the recent court rulings, but civil-liberties groups and some members of the Board of Regents have said it may violate the First Amendment and infringe on academic freedom.

—SCOTT JASCHIK

The Oregon Court of Appeals has ruled that animal-rights activists may sue a University of

Oregon animal-research oversight committee for allegedly violating the state's Public Meetings Law.

Last year, a trial court told that people for the Ethical Treatment of Animals and its campus affiliate could not sue the oversight panel, the Institutional Animal Care and Use Committee, because the activists had not established that they had in fact made decisions reached by the committee.

The Public Meetings Law allows plaintiffs to bring charges only if they are affected by decisions made in a closed meeting.

The committee meeting, held in March of 1990, resulted in the approval of a professor's research proposal to perform cranial surgery on monkeys. The committee supervises animal research at the university to insure that it meets state, federal, and university standards.

The university argued that the activists had established only an "enthusiastic" and "palpable" interest rather than a "palpable" need for access to the closed meeting and therefore could not sue under the meetings law.

The appeals court overturned the lower court's decision on the grounds that, by virtue of being an animal-rights group "whose purpose is to educate the public about animal exploitation," the plaintiffs had standing under the law to sue the committee.

The ruling sent the case back to the lower court for a trial. University officials have not decided whether to appeal again. The appeals court is Oregon's highest judicial authority, so the university could ask it to reconsider or turn to the U.S. Supreme Court.

—SALMA ARDELONOR

years. Steeper increases are proposed for professional schools.

By the 1994-95 academic year, undergraduates would pay about \$3,280 at four-year colleges and \$3,480 at universities—more than 40 percent of the cost of their educations. That would be one of the highest rates on the West Coast, said Gregory W. Parker, spokesman for the chancellor's office.

The board of higher education will approve a final budget later this month, so that it can be forwarded to the Governor by September.

Mr. Bartlett said that all the colleges have enrollment caps but that most expect enrollments to drop voluntarily as students react to higher tuition and uncertainty about the future of some academic programs.

Attrition and Some Layoffs

He said staff reductions would be made by attrition, job freezes, and some layoffs. Many staffing changes, he said, will follow the system's overall plan for improving coordination.

"This is a selective and planned retreat," he said of the reductions. "This is not a rout; it is a planned retreat."

He added, however: "If you are a student seeing a program reduced or an administrator or faculty member who has to leave, there isn't much distinction in your mind between rout and planned retreat."

This isn't the system's first experience in budget cutting. Educators are still reeling from reductions during the 1991-93 biennium, just after Measure 5 took effect.

During that period, the higher-education system's budget was chopped 11.5 percent. Those cuts eliminated 61 degree programs, cut more than 1,000 positions, reduced enrollments by more than 3,000, and raised tuition by 38 percent.

Voter-Registration Drive

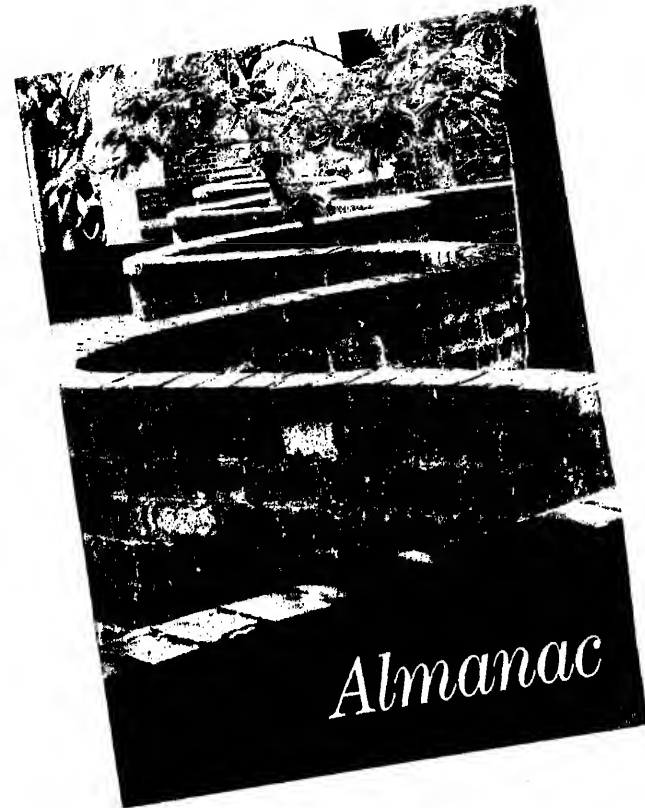
The legislative defeat of the Governor's proposal came in spite of efforts by Oregon faculty members, students, and administrators to win support for its passage. Students were especially energetic, running voter-registration campaigns and holding a rally where they handed out Band-Aids to protest piecemeal budget solutions.

Many campus officials say they don't think voters realized the property-tax relief they wanted would also bring deep cuts to higher education.

Measure 5 limits the property-tax rates for local services, including schools and community colleges. The state must reimburse schools and two-year colleges for the lost revenue, taking millions of dollars from such services as four-year colleges and universities.

But the man who led the push to get Measure 5 on the ballot in 1990 says voters knew exactly what they wanted: to put the brakes on government growth.

"Is this a reaction against government? You're goddamned right it is," said Don McIntire, a health-care lawyer who led the campaign in 1990. "What is wrong in our towns and states and cities is that government is appropriating more power to itself."



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Sen. Dale L. Bumpers: "Why in a period of fiscal austerity are we, in effect, giving the SSC a blank check?"



Leon M. Lederman: "I fear that our vitality as a once-exuberant and vital society will decline."

BUSINESS AND PHILANTHROPY NOTES

- The case of the endowed chair, FIAT, and the Italian journalist
- Western Michigan falls short in effort to open nursing school
- \$1.1-million slated for Furman will go to 3 Baptist colleges
- Drake to sell 65 houses and put profits toward endowment
- Estate valued at \$10-million is given to Simpson College

Officials of the Columbia University Graduate School of Journalism say they will look into allegations that an Italian journalist who is also chairman of FIAT USA arranged for a \$1.6-million donation to endow the new chair in international journalism that he now holds.

The journalist, Furio Colombo, said he had had nothing to do with soliciting the gift, which came from a major Italian bank. But an article prepared as a class assignment by a student in the journalism school, and published in the June/July edition of the magazine *Lingua Franca* named two officials of the bank who said Mr. Colombo had asked the bank to donate the money for the journalism chair.

Mariella Leach, the director of Columbia's Italian Academy, said the bank's gift was an expression of "national pride" in the new academy. Another bank donated a similar amount for a chair in European law, she noted. The Italian academy was established in 1991 with a \$17.5-million gift from the Italian government.

The article also raised questions about the ethics of the journalism school's having hired someone with such close ties to a corporation, and suggested that Mr. Colombo's appointment had been pushed on faculty members by the school's dean, Joan Konner.

Ms. Konner did not respond to requests for comment before going on vacation last week. Mr. Colombo, an author and columnist for a newspaper also owned by FIAT, said his corporate position posed no conflict. He said his ties to the

Italian car manufacturer, which also has interests in many other industries, were related to its many publishing ventures. "I'm not here to make cars," Mr. Colombo said.

Stephen Isaacs, associate dean of the journalism school, said the school had a responsibility to reconcile the conflicting accounts of how the money came to be donated and whether any strings were attached. "We have to find out for ourselves," he said.

He also said he was aware that some former faculty members were now questioning the appointment of Mr. Colombo, but said no one had raised the issue when he was hired.

—GEOFFREY ALUMENYX

Western Michigan University didn't come close to raising the \$8-million it needed to start a nursing school this fall, so the opening has been delayed until fall 1993 at the earliest.

Western Michigan officials had raised more than a year ago to raise money for the school's start-up costs, which include building renovations, equipment purchases, and faculty salaries.

College officials decided to raise private money to cover the cost for the first four or five years and hoped that, by then, the state would be able to help support the school's operating budget.

But Western Michigan fell \$6.7-million short of its goal. Campus officials said many people were unsure of their jobs in the weak economy and were reluctant to give. And hospitals did not donate as much as the university had hoped.

The hospital, university officials said, did not feel they could give money away when people were complaining about the high cost of health care.

Because Western Michigan saw that it might not reach its goal, it did not hire any professors or accept any students for the fall.

"It's going to be a program of great value," said Janet L. Pismenich, dean of the College of Health and Human Services. "And until a decision is made that it's a totally impossible thing, we'll continue to do our best to get the money."

—JULIE L. NICKLIN

About \$1.1-million once slated for Furman University from Baptist churches in South Carolina will instead be divided among three Baptist colleges in the state.

The money is part of \$3-million that the South Carolina Baptist Convention has budgeted for Furman since 1990 but that has been withheld because of a dispute with the university over its decision to sever ties with the state Baptist organization.

Most of the rest of the money will be used for scholarships for students pursuing church-related studies at the three institutions—Anderson College, North Greenville College, and Charleston Southern University—and at six Southern Baptist seminaries.

About \$55,000 will be given to Furman for a campus ministry and to maintain the South Carolina Baptist Historical Collection. Furman altered its charter in October 1990 to give the university,

instead of the state Baptist convention, authority to appoint its governing board.

Some trustees and alumni feared that fundamentalists were taking over the institution.

The state Baptist convention had initially tried to challenge that move in court, but instead voted this spring to break ties with Furman and reallocate the money.

Furman officials said that the money amounted to about 3.5 percent of its budget, and that they had made up for the lost income by spending a little more from endowment earnings.

James Epting, president of North Greenville, said the additional money would be particularly welcome because his two-year institution planned to start its first two bachelor's-degree programs in the fall. "This is great timing for us," he said.

—G.S.

Hoping to earn more money on investments, Drake University has decided to sell about \$2-million worth of its residential properties.

Profits from the sale of the 65 single- and multi-family houses will be added to Drake's \$35-million endowment.

Compus officials plan to reinvest the money in assets that will generate more income than Drake had been receiving from rent on the properties.

Drake acquired the properties over the past 20 years. The university intended to use the land for eventual expansion, but officials have reworked the campus's master plan and no longer see a need for the land upon which the 65 properties sit. Drake will keep about 120 other properties and eventually develop them.

The university is offering the 65 houses first to the professors, staff members, students, and community residents now living in them. Drake officials expect sales to be brisk because Des Moines has avoided the real-estate slump of other parts of the country.

"It's a strong market, and we feel we can get a good price for our properties," said Alan K. Cahage, Drake's director of marketing and communications. "That was really the impetus for us to sell now."

—L.L.H.

An Iowa farm owner and music teacher who "simply couldn't spend all her income" has left an estate valued at about \$10-million to Simpson College, which had never received a gift worth that much.

The bequest from Amy Robinson, a 1921 graduate and a longtime member of the college's board of trustees, will be added to Simpson's endowment, bringing its value to some \$32-million.

The gift includes about 1,500 acres of farmland, cash, tax-free bonds, and leases on Texas oil wells, some of which the college might sell, said Dennis D. Hunt, vice-president for development.

The college would use the money for scholarships first, he said, adding, "What this will do forever is enhance the college's financial picture considerably."

—G.S.

PRIVATE GIVING TO COLLEGES

W. M. RECK FOUNDATION
888 South Flower Street
Los Angeles 90071
Computers, for computer network:
\$250,000 to Smith College.

W. M. KELLOGG FOUNDATION
400 North Avenue
Belle Creek, Mich. 48017-3398
Children, for programs to improve child care: \$497,299 to Wheelock College.

Extension programs, for internships, seminars, and conferences for the U.S. Cooperative Extension Service: \$1.6 million to U. of Wisconsin at Madison.

Leadership, for programs of leadership education: \$492,100 to Massachusetts Institute of Technology.

Ministries, for programs to increase minority enrollment in medical schools: \$456,656 to Brown U.

Rural development, To evaluate Kellogg-endowed "Rural America" program: \$110,790 to Michigan State U. This brings the total of Kellogg support for this project to \$626,920.

MONMOUTH FUND
800 North Lindbergh Boulevard
St. Louis 63187
High-need students, For a program of mathematics and science education for high-achieving students: \$300,000 to U. of Missouri at St. Louis.

CHARLOTTE W. NEWCOMBE FOUNDATION
35 Park Place
Princeton, N.J. 08542
Student aid, For scholarships for minority-group or disadvantaged students: \$25,000 divided among 13 institutions affiliated with the Presbyterian Church (U.S.A.).

Gifts and bequests
Arkansas College, For scholarships: \$425,000 from the estates of Pauline and Brooks Bradley and \$313,000 from the estate of Nellie Stone Hall.

Casa Nevada Reserve University, For a cultural diversity program in the school of management: \$750,000 from Society National Bank.

Delaware College, For scholarships and

for the golf program: \$150,000 from Mr. and Mrs. Richard Kordemans.

Colorado School of Mines, For scholarships: \$400,000 from the estate of Emily Husley Melik.

DePaul University, For scholarships: \$141,000 from Northern Trust Company.

Graduate State Community College, For awarding scholarships: \$100,000 from anonymous donor.

Head College, For scholarships: \$303,000 from the estate of Oliver L. Dowdle.

La Salle University, For renovation of facilities: \$225,000 from CoreStates Bank.

Massachusetts Institute of Technology, For support of programs: \$291,000 from E. I. Du Pont de Nemours and Company.

Missouri Western State College, For support of programs: \$1.6 million from the estate of Marie Corby-Bardone.

North Carolina State University, For support of programs: computer software valued at \$1-million from SAA Institute Inc.

University of Dubuque, For support of programs: \$350,000 from the estate of Ida Virtue.

University of Kansas, Unrestricted gift of \$306,000 from the estate of Helen Stuber Siegler.

Unrestricted gift of \$200,000 from Lawrence D. and Joan Hoffman Rogers.

University of Miami, For the eye-glass and for a professorship in the field of muscular degeneration: \$2-million from the estate of Gladys A. Binkowski.

University of Pennsylvania, For support of programs: \$100,000 from Edward A. Dwyer.

For the department of chemistry: equipment valued at \$345,000 from Canon Properties.

For the school of music: engineering equipment valued at \$250,000 from Sony Corporation of America.

Wesleyan University, For program in manufacturing engineering: \$100,000 from Michigan Bell.

Wheaton College (Pa.), For scholarships: \$1.1-million from the estate of Ralph D. Fowler.

Note Book

In the sometimes contentious debate about the influence of feminist scholarship on higher education, not much has been heard from one important source: the students who actually take the courses.

Two Duke University professors have tried to remedy that situation with *Engaging Feminism: Students Speak Up & Speak Out*, a collection of essays culled from journals required of women's studies students at Duke. Jean F. O'Barry, director of the women's studies program, and Mary B. Weyer, a lecturer at the university, pored over hundreds of journal entries written by both graduate and undergraduate students from 1986 to 1990 to compile the work.

"We found wonderful paragraphs of first-person narrative in which the focus shifted from what the students were writing about to what it meant to them," Ms. Weyer says.

The published excerpts show students reflecting on the close relationship between the personal and the scholarly in feminist work. "I'm not suggesting that I don't need to be thorough," one student writes, "but I am recognizing that my personal knowledge gained from life experiences forms a solid base for learning."

One woman observes that, in contrast to other courses, in women's studies, "there seems to be less of an atmosphere in which class discussion is a vehicle for impressing the professor and less of a sense of competitiveness."

"The book is not a praise song of women's studies," Ms. Weyer says. "The writings show students experiencing moments of ambivalence, insight, dissatisfaction, and excitement."

Engaging Feminism is published by the University Press of Virginia.

Students at the University of Minnesota passed a referendum in May that could make the campus one of the first to offer abortion services.

Students voted by a ratio of 2-to-1 in favor of conducting a study to determine whether it would be economically feasible to offer abortion services on the campus.

A student health-advisory committee has asked the director of the Dayton Health Service, Donald Peters, to conduct the study and present the results to the student committee by September.

Dr. Peters said students wanted abortion services at the university because it would be more convenient than going to an off-campus clinic for the procedure. The school's student insurance plan.

Although abortion is a controversial issue, Dr. Peters said policies would not enter into his decision. "If the procedure is cost-effective, I would recommend that we offer the service," he said.

Students

Colleges Move to Provide Opportunities to Those Cut Loose by the Armed Forces

Institutions direct soldiers to degree programs and through the thickets of financial aid

By CHRISTOPHER SHEA

Colleges and universities see the nation's effort to reduce its armed forces as an opportunity to recruit a new, and potentially vast, corps of students.

Since 1988, when Congress began to talk about shutting down bases, officials in government and education have explored ways to help military personnel make the transition to civilian life. Congress's Office of Technology Assessment has estimated that roughly 500,000 military positions and civilian Department of Defense jobs will be cut from 1991 to 1995.

Colleges want former servicemen and servicewomen to use education as a step in starting new careers, and states want them to bring their knowledge to the high schools as teachers.

"Many of the men and women leaving the military now never thought they would be in this position," says Marilyn Cobb Croach, one of the directors of the Defense Transition Services office at the University of Central Florida. "They are confused, and don't know what is out there."

Transition-assistance programs can direct military personnel with specialized skills toward degree programs that will give them the credentials to continue in their chosen field as civilians. Or, they can guide people whose military duties are less easily transferrable—infinities, for example—into new areas.

Officials of such programs say that they provide former military personnel with information on financial aid. Steve F. Kline, director of Servicemembers Opportunity Colleges, a group of 1,000 colleges and universities, says: "The armed services don't provide a coherent account of what financial aid is available in the 50 states."

A Variety of Approaches

Among the approaches some states and colleges are taking:

■ The California Department of Education developed a project to lure military personnel with expertise in mathematics and science into the public schools as teachers. The program, which received \$100,000 from the U.S. Department of Education in 1990, is coordinated by the U.S. Navy, San Francisco State University, the San Francisco Unified School District, and California's Department of Education. Officials hope to triple the number of people accepted into the program this year. Ten were accepted last year.

■ The Florida Department of Education

"If a soldier gets diverted to a full-time job, he or she will never finish his education. We try to provide them information early and get them committed to education."



Marilyn Cobb Croach of the U. of Central Florida: "Many of the men and women leaving the military now never thought they would be in this position."

tion, which already has an office that refers military personnel to alternative teacher-certification programs, has proposed expanding that office to serve as a clearing-house of information concerning job opportunities and related academic and vocational programs at various institutions in the state.

■ Valencia Community College secured a grant from the state of Florida to recruit military personnel as students. Pamphlets extol the college's specialized assistance, which ranges from advice on obtaining financial aid to help in converting military experience into college credit.

■ North Lake College hopes to offer classes at the nearby Dallas Naval Air Station to personnel who want college credit and job training.

In the California initiative, 10 slots in the San Francisco State graduate education program were set aside for military personnel.

Continued on Following Page

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Colleges Help Military Personnel Make the Transition to Civilian Life

Continued From Preceding Page
because of the intense work load. The participants were required to teach two classes a day and prepare for as many as three three-hour seminars each week. Some who were still on active duty had to set aside time from military obligations.

"We will probably not tie in the master's if we continue the program," Mr. House says. "They can always go on to do that work later."

So far, no one in the program has a full-time teaching position, but Mr. House says he expects that to change by the end of the summer, when public-school districts typically fill their positions.

While the California program focuses on teacher training, officials in Florida hope to develop a broader effort to guide military personnel through college programs and into such burgeoning fields as health care, law enforcement, and trucking.

"Fifteen per cent of the people in the service have bachelor's degrees, and we can maybe convert one per cent of them to teach," says James C. Pirius, director of federal relations for the Florida Department of Education. "A more pressing question is: How do you help the others?"

Stalled by Gulf War

Mr. Pirius started by helping potential teachers. Working with a \$100,000 state grant, he set up an office in the state's Department of Education called Second Careers in Teaching.

From the program's inception, however, Mr. Pirius has hoped to expand the services the office provided. He persuaded Florida businessmen to provide notices of job openings. He also asked community-college officials to supply information about their academic and vocational programs. His goal was to establish a comprehensive computerized data base. "We would not just get the men and women into a training program and forget them," he says. "We would monitor their progress."

But the massive call-up of military personnel for the Persian Gulf war stalled the project. In addition, money has not been available this year because of Florida's budget crisis, and budget woes at the federal level may make it difficult to get help from Congress. "When I think about where we could be right now, I get depressed," Mr. Pirius says.

When Valencia Community College sought and received \$200,000 from Florida to help people leaving the armed forces, it hired retired Lieut. Col. James M. Knight to run its program. Mr. Knight, now director of the college's Military Transition Program, thinks that the military does not sufficiently emphasize the advantages of continuing education immediately after a discharge.

"If a soldier gets diverted to a full-time job, he or she will never finish his education," he says. "We try to provide them information early and get them committed to education."

Mr. Knight, who describes his position as having "zero authority" over the college's Military Transition Program, thinks that the military does not sufficiently emphasize the advantages of continuing education immediately after a discharge.

Mr. Knight, who describes his position as having "zero authority" over the college's Military Transition Program, thinks that the military does not sufficiently emphasize the advantages of continuing education immediately after a discharge.

and a whole lot of responsibility," serves as an intermediary between applicants and the registrar's and veterans-affairs offices on the campus.

He sent 10,000 pamphlets describing Valencia and its transition program to bases around the country. Interested personnel could request a packet that included a general introduction to the college's programs, assurances that older students would feel at home at Valencia, and a sample budget for a family of three. Since September he has received 200 inquiries. "That's very good, considering we are limited to people who plan to settle in the central Florida area," Mr. Knight says.

The armed services do encourage departing servicemen to pursue education—notably during three-day, on-base seminars initiated in 1990 and held regularly at some 175 installations. The seminars focus on job-hunting etiquette, but counselors also inform men and women of the educational benefits available to them.

Mr. Knight, however, notes that the message does not always get through. "Servicemen and women don't clearly understand the process for getting into school and the hard deadlines they must meet."

On-Base Seminars

Valencia has subcontracted with the University of Central Florida, which gets half the grant money, to provide additional assistance. Ms. Crouch of Central Florida's transition-services department says her office serves active-duty personnel, reserve forces, the National Guard, Department of Defense employees, and defense-contractor employees.

Typically, Ms. Crouch's first contact with a serviceman is at one of the on-base seminars to prepare service personnel for civilian life. She makes sure they know that higher education is an option they should consider. "There has to be someone there," Ms. Crouch says, "who is an advocate for the GI Bill, who can tell them how to use that ticket at the admission window. That's my role."

After being discharged, those who are interested can follow up at the campus office. Ms. Crouch often will simply help a potential student and his or her spouse prepare résumés and hone their interview skills. However, she also promotes a long-range perspective that includes education. Most active-duty personnel don't know much about educational benefits, she says, so her counseling helps.

"They don't realize until we tell them that they can work during the day and study at night," she says. "They think it is an either-or situation."

10-Year Limit on Benefits

She urges those with any interest in college to begin right away, because the Montgomery GI Bill benefits have a 10-year limit. Besides, she says, "the first class usually whets their appetite, and they start thinking about a degree and setting goals."

Some institutions, looking at bases full of people who realize

their jobs may be phased out and who feel they need more than a high-school diploma to succeed as civilians, may start reaching out to military personnel even without the help of state money.

Glenn R. Horrell, coordinator of veterans' affairs at North Lake College, wants to offer classes at

"Many of the people on the base planned to make a career of it. Now they realize that they are going to have to go and hustle in the job market."

Dallas Naval Air Station. "Many of the people on the base planned to make a career of it," he says. "Now they realize that they are going to have to go and hustle in the job market."

Very Low Cost for Classes

North Lake College, with an enrollment of roughly 6,500, expects that number to grow if it receives permission to offer classes on the

base. Mr. Burrell expects courses that point to future careers, health-care and criminal-justice courses, for instance—to be the most popular.

Columbia College in Missouri and Northwood Institute in Michigan already have extension offices on the base, but, Mr. Burrell says, "we can offer a wider range of courses at a lower price."

"We want to be able to talk with them first hand, to reach those who don't have the get-up-and-go to leave the base or take a class," he adds.

The low cost of expanding onto the base makes it an easy decision. If the base provides the space, the college will have to pay only for a few teaching aides. "We can provide most classes at almost no cost," Mr. Burrell says.

Mr. Kime of the Services-members Opportunity Colleges consortium, says he hopes that the efforts of some colleges to provide for the educational needs of military personnel will prompt the military to increase its own efforts in that area.

"The military does a good job at teaching them to shine their shoes before they go to a job interview," he says. "But I don't think we have stressed education as much as we should."

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The Chronicle of Higher Education

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Students

Sidelines

College basketball coaches hope that a new leader and a new address can breathe new life into the National Association of Basketball Coaches, which has been seeking more control over their intercollegiate sport.

James A. Haney, the commissioner of the Big West Conference since 1988, will become executive director of the coaches' association this summer. Joseph R. Vancini, the current director of the 4,000-member group, announced his retirement last year.

Mr. Haney was chosen after George Raveling, a vice-president of the NAACB's Board of Directors and the favorite for the post, turned down the job in April. Mr. Raveling, the widely respected men's coach at the University of Southern California, decided to stay with the Trojans.

Before Mr. Haney takes over, the NAACB plans to move its headquarters from Stamford, Conn., to Kansas City, Kan., to be closer to the National Collegiate Athletic Association, which is based in a Kansas City suburb. The coaches' group is also planning to expand its two-person staff.

Mr. Haney said the move was intended to put the voice "clearer to the heart of the decision-making" process of the NAACB.

The coaches have been frustrated in recent years because they feel they have been excluded from important decisions about their sport. Their concerns have focused particularly on the NCAA's 1991 cutbacks in scholarships, season lengths, and the size of coaching staffs.

Mr. Haney, who has experienced the frustrations of his own in the Big West Conference—including last year's loss of one of the league's most successful members, California State University at Fresno—said he was ready to tackle tough issues of the NAACB. "We can turn challenges into opportunities here, too," he said.

Brooklyn College of the City University of New York has eliminated its athletics program as part of a \$5.4-million budget cut. The university system asked the college to make nearly two months ago.

The move, which affects 15 teams and 171 athletes, is expected to save as much as \$260,000 in state funds, according to a college spokesman. He said the college, which has been in Division I of the NCAA for almost a decade, could not afford to sponsor even a scaled-down program, such as one in Division II.

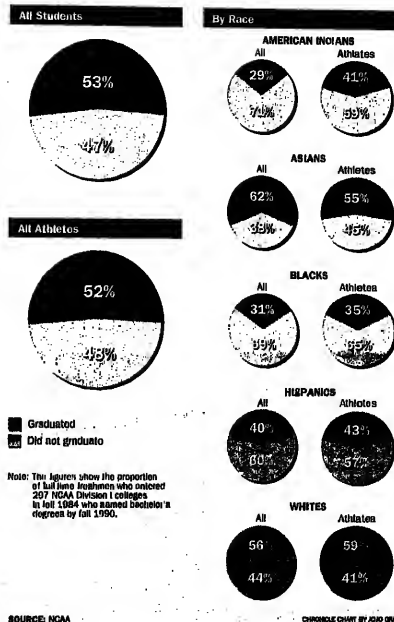
But some observers say the move was also motivated by what they say is the administration's embarrassment over recent findings that the college discriminated against its female athletes and coaches.

In February, the college assured the Education Department's Office for Civil Rights that its athletics program would be in compliance with federal sex-equity laws by September.

Athletics

Black Athletes Graduate at a Higher Rate Than Other Blacks, NCAA Reports

Graduation Rates, Fall 1984 Freshmen



7 Big Ten Universities Exceed NCAA Scholarship Limits

Seven universities in the Big Ten Conference have exceeded National Collegiate Athletic Association scholarship limits for several years because of confusion about the NCAA's financial-aid rules, league officials admitted last month.

On the coaches' behalf, the conference has offered to have the institutions forgo a total of about three dozen scholarships over two years in such sports as wrestling and swimming.

Officials at several of the conference's universities are privately furious at the league, which they blame for the misunderstanding. They complain that Big Ten officials assured them that by following a conference financial-aid policy that was in effect through 1991, they also were obeying NCAA rules. In reality, they found, the two-decade-old Big Ten policy conflicted with the association's rules.

The controversy centers on scholarship

rules in "equivalency" sports—those in which one athlete's scholarship can be divided among several athletes. All Division I sports except football, men's and women's basketball, and women's gymnastics, tennis, and volleyball fall into that category.

In equivalency sports, colleges may divide the maximum number of permissible scholarships among as many athletes as they wish. In men's golf, for instance, a college has five scholarships to divide among any number of team members.

The contested Big Ten policy, which the conference ended last year when the problem was first identified, permitted an institution to calculate the amount of scholarship aid it could give based on what it charges an out-of-state athlete for tuition, fees, room and board, and books, even if the college was charging the athlete at the in-state rate.

Waiver for Out-of-State Students
Many institutions provide a waiver that allows out-of-state athletes to pay in-state rates; the athletics program pays the tuition of athletes on scholarship; and the university plots up the rest of the tab out of its general funds.

For example, University A awarded a two

Study is first to include breakdowns by race

By DOUGLAS LEDERMAN

Black scholarship athletes who entered Division I colleges in 1984 graduated at a higher rate than all full-time black students at those institutions, a study by the National Collegiate Athletic Association has found.

But black athletes were far less likely than athletes of other races to earn their degrees within six years, the NCAA report shows. Thirty-five per cent of the black athletes had graduated by the summer of 1990, compared with 51 per cent of all black students and 59 per cent of white athletes.

Over all, 52 per cent of all Division I scholarship athletes graduated within six years, compared with 51 per cent of all full-time students at those institutions.

The NCAA study, released last week, contained the association's first-ever breakdown of graduation rates by race. The data were collected in response to a federal law requiring colleges to make public the graduation rates of their athletes and other students by race, sex, and sport.

Applause From Senator Bradley

One sponsor of that legislation, Sen. Bill Bradley, a New Jersey Democrat, applauded the NCAA for beginning to release the information even before the law takes effect next year.

Last week the NCAA released overall averages for 297 Division I colleges; the institution-by-institution breakdown will not be available until late this month or early next month.

Like the graduation-rates survey that the NCAA released last year, last week's report focuses on the entering class of 1984. The new report, however, follows

Continued on Following Page

BIG TEN CONFERENCE

en's basketball, and women's gymnastics, tennis, and volleyball fall into that category.

In equivalency sports, colleges may divide the maximum number of permissible scholarships among as many athletes as

Continued on Following Page



J. Robert House of San Francisco State U. Moving from the structured environment of the military can be jarring.

Graduation Rates of Athletes Reported in Study

Continued From Preceding Page
the athletes over a six-year period instead of five years, as previous NCAA studies did.

The new format also includes more information than previous NCAA reports. Besides the groundbreaking data on race, it offers information about two entering classes (1983-84 as well as 1984-85), instead of just one class as past studies have done.

It also provides a "refined" graduation rate, which includes in the denominator athletes who transferred to a college and excludes those who left the institution in good standing. That was done to accommodate officials who complained that colleges should not be held accountable for

"The perception out there is that athletes are way down here, that they're just not graduating. That's not the case."

athletes who may have transferred to and graduated from other institutions.

"Should an institution be penalized for a student going to another institution and graduating?" said Sara N. McNabb, assistant vice-president for enrollment services at Indiana University, and chairwoman of the NCAA committee that prepared the graduation-rate report. "I'm not sure it should."

But Ms. McNabb also noted that no comparable "refined" rate was available for students who are not athletes, and hence no comparison existed for the adjusted rate.

Virtually all institutions showed marked increases using the refined

rate. Over all in Division I, the refined rate was about 15 percentage points higher than the unadjusted rate.

1 Million Students Covered

The NCAA data on the graduation rates of athletes by race are certain to attract significant attention, because of the intense public interest in sports.

The association's newest report also provides some of the best and most up-to-date information now available about the graduation rates of full-time students at many of the country's biggest and most prestigious institutions. The association's survey covers a total of over 1 million students who entered Division I colleges in 1983-84 and 1984-85.

Among other things, it shows that Asian students outperformed other students at the 297 Division I colleges, with the entering class of 1984 graduating at a rate of 62 percent. While students were next at 56 percent, followed by "other" students (international and unidentified students) at 48 percent, Hispanic students at 40 percent, black students at 31 percent, and American students at 29 percent.

Women generally outperformed men, with 54 percent of all female students graduating, compared to 51 percent of all men. Asians were most likely among both male and female students to get their degrees in six years. Asian men graduated at a rate of 60 percent and Asian women at a rate of 64 percent.

American Indian, black, Hispanic, and white women all graduated at higher rates than did their male counterparts. Only in the "other" category were men slightly more likely to graduate than women.

Breakdowns for 6 Sports

The NCAA study provides much more detail about the graduation rates of athletes than of other students. It includes separate breakdowns for six sports, as well as the refined rates for each one.

Richard D. Schultz, executive director of the NCAA, said in releasing the report that he was "pleas-

7 Women Sue U. of Texas, Demanding Varsity Teams

By DEBRA E. BLUM

Taking what their lawyer called the "offensive" is support of women's sports, seven female students at the University of Texas at Austin sued the institution last week, asking that four women's varsity teams be added to the athletics program.

The suit differs from other recent sex-discrimination cases in college athletics in that the Texas students are seeking new teams, not trying to save old teams from the budgetary chopping block. The suit asks that four women's sports—crew, gymnastics, soccer, and softball—be elevated to varsity status.

"This is not a defensive legal action where we are trying to hang on to what we have," said Diane Henson, the students' lawyer. "This is a major offensive move in the fight for gender equity."

The class-action suit was filed in federal court last week by seven female students at Texas who participate either on the club teams in crew, gymnastics, or soccer, or who play intramural slow-pitch softball.

The suit claims that the university, by not providing more varsity-level sports to women, is unfairly denying female stu-

dents "the same educational opportunities" as male students, and that the university is in violation of Title IX of the Education Amendments of 1972, the federal law barring sex discrimination in institutions that receive federal aid.

Julie Connell, the university's director of women's athletics, said she could not comment on the suit because she had not yet seen it.

She did say, however, that while Texas had made a "tremendous commitment" to women's athletics, the proportion of female participants in the sports program versus male participants is "problematic" at Texas, as it is at many other institutions.

Texas offers seven teams each for men and women, but the athletics program includes more than 300 men and fewer than 100 women. About 53 percent of the undergraduates at Texas are men and 47 percent are women.

The lawsuit is expected to attract national attention because Texas is widely known for its strong and successful women's athletics program.

Donna A. Lopiano, the for-

mer director of women's athletics at Austin, who is now the executive director of the Women's Sports Foundation, said in a statement that the university had treated female athletes in every sport as well as it treated its football players. But, she said, more teams need to be added.

In other legal action, six former softball players at Colorado State University have sued the institution, claiming it discriminated against female athletes when it cut the softball program for budgetary reasons.

Colorado State canceled the baseball and softball programs last month to help the institution alleviate a \$600,000 deficit in the athletics program.

The suit, filed in federal court, seeks a permanent injunction to prevent the university from dropping softball. The suit says that cancelling softball violates Title IX and the state constitution by further exacerbating inequities already present in the intercollegiate athletics program.

Colorado State fields teams in eight women's sports and seven men's sports. Last year's budget was \$998,000 for women and almost \$3.8-million for men.

Students who entered Division I colleges in 1984 graduated at a rate of 62 percent, while 47 percent of male athletes earned degrees.

Athletes in baseball, men's track, and especially men's basketball lagged behind their peers. Men's basketball players in Division I graduated at a rate of 38 percent, while black players the lowest at 29 percent. Black male basketball players at universities in Division I-A, the NCAA's top competitive level for football, graduated at a rate of 23 percent.

Athletes who entered the 106 universities in Division I-A in 1984 fared worse compared to their non-athlete peers than did other Division I athletes. Scholarship athletes in I-A graduated at a rate of 32 percent, compared to 36 percent of all students at their colleges.

James E. Delany, the league's commissioner, told *The Des Moines Register* last week that he was out of his office last week and could not be reached. Other Big Ten officials said they would not comment further on the issue.

However, officials at the association and sports administrators sent other NCAA officials and they believed that the association's rules were clear on the subject.

Last month, the Pacific-10 Conference levied harsh penalties against Washington State University, which violated the NCAA's financial-aid rules in a similar way.

—DOUGLAS LIDBERMAN

Athletics

Dispatch Case

A top civil servant in Spain's Education Ministry has been appointed Minister of Education.

Alfredo Perez Rubalcaba, who has not previously held a ministerial post, was named to succeed Javier Solana, the education chief since 1983, who was picked by Prime Minister Felipe Gonzalez Marquez to be the country's new foreign minister.

Politicians and education officials said Mr. Rubalcaba's appointment was a sign that the socialist government had no plans to change its education policies.

For the past 10 years Mr. Rubalcaba has held top technical positions in the ministry, and participated directly in the formulation and implementation of the government's education reforms. He helped draft the 1983 University Reform Law as well as 1989 legislation reorganizing the education system.

A former chemistry professor at Complutense University of Madrid, Mr. Rubalcaba has a reputation for knowing more about Spain's education system than anyone else in the government.

He is also regarded as a tough negotiator. Senior officials at the Education Ministry as well as Spanish union leaders say he played a central role in negotiations that ended a series of nationwide strikes by high-school students in 1988.

Students at the University of Rostock in eastern Germany are continuing their protests against poor learning and living conditions at the institution. Although classes were disrupted when the worst began in late May, the protests generally have been peaceful, and no arrests have been made.

The students say that educational reforms in what was once Communist-ruled East Germany are unfolding too slowly. At Rostock, many academic departments do not have a full complement of professors because of

budget delays, and buildings are in deplorable condition, some of them structurally unsound. In dormitories, four or five students frequently live in rooms designed for one.

The unrest began when Germany's academics held their annual meeting in Rostock. Students boycotted classes and occupied university buildings. The meeting, dominated by the federal and state governments, increased the higher-education budget.

Despite the demands, academics have continued to demonstrate and hold weekly meetings. About 2,000 of the university's 6,000 students have taken part in the protests.

"We're trying to get the state and federal government to step up the pace at which they're hiring professors and building money for improvements," says Tilo Propp, a student-government spokesman. "We need help now, not later."

International



Christopher Knapper of the Queen's University Center for Instructional Development. The best hope for raising the profile of teaching is to revamp tenure and promotion practices.

Canadian Universities Put New Importance on Efforts to Improve Teaching

By JENNIFER LEWINGTON

TORONTO—Canadian universities are taking new steps to improve instruction and reward good teaching.

Prodded by public criticism, student demands, and financial pressures, the institutions—at long last, many observers here say—are looking for new ways to make the lecture hall a setting in which more learning takes place.

Among recent developments: Queen's University established an endowment of \$2-million (Canadian) to support its new center to improve teaching, with \$750,000 of the total coming from fees that students voted to impose on themselves.

The University of Ottawa doubled the budget for its center for innovative teaching this year, to \$50,000.

York University elevated the status of its three-year-old Center for the Support of Teaching to that of an independent department with its own operating budget.

McMaster University has begun deliberations on a new policy that would require candidates for faculty positions to demonstrate their teaching ability.

"There are pockets of exciting things going on," says Christopher Knapper, director of Queen's University's new Center for Instructional Development. "But I want to see a greater emphasis on student-centered active learning."

Mr. Knapper has been promoting the cause of good teaching at Canadian universities for 15 years. He is a founder of the Society for Teaching and Learning in Higher Education, an organization that has attracted more and more faculty interest. More than 400 academics attended the group's annual meeting here last month, which offered some 100 sessions on trends

"The additional funds have enabled us to expand our programs to provide better services to teaching assistants and expand our orientation program for new professors."

and techniques in improving student learning.

Allen Blizard, director of instructional development at McMaster University, cites the steady growth in faculty attendance at the society's conferences as yet another sign that "teaching is valued more." But is teaching now on an equal footing with research? "Not yet," says Mr. Blizard, "but the trend is in the right direction."

Canadian academics who are active in promoting the cause of improved instruction

say universities still have a long way to go to strike a better balance between teaching and research.

They point out that no universities in Canada have adopted institution-wide policies that mandate "how-to" courses on teaching for new faculty members or teaching assistants, as critics have urged them to do. And few of the institutions require long-time faculty members to refresh themselves on teaching techniques or to study new methods.

Long-Term Process

Observers say Canadian universities are only beginning to talk about more radical reform. Those involved in proposing changes say that improving teaching is a long-term process, one that could eventually lead to an overhaul of what is taught and how the curriculum is delivered to students. But observers are encouraged by the fact that the process at least has begun.

Yet another sign of the importance campuses in Canada are assigning to good teaching came last month when a panel of higher-education leaders issued a report calling on universities to take steps to promote good teaching and greater accountability.

The panel was formed last fall by the Association of Universities and Colleges of Canada. It offered the first detailed response to the recommendations of an In-

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Canadian Colleges Strive to Reward Good Teaching

Continued From Page A33

Stuart Smith, a former professor of psychology at McMaster University and one-time head of the Science Council of Canada, conducted the inquiry. The association had hoped he would help call attention to the universities' financial plight and their complaints about chronic underfunding from their principal sources of revenue—the federal and provincial governments. Instead, he blasted the universities for fostering a climate that rewards research above teaching, despite their chief mandate to teach undergraduates.

Call for Action

The panel's response to Mr. Smith, which was accepted by the association's board of governors, concluded that there was an "urgent need for action." It insisted Canadian universities should:

- Develop performance measures clearly understood by the public or risk having government or others establish criteria for judging the performance of universities.
- Modify hiring and tenure practices to recognize and reward excellence in teaching—although not at the expense of research.
- Require professors whose teaching inadequacies have been demonstrated to take remedial courses to improve their abilities.
- Require all new faculty members to take a minimum number of hours of teaching instruction.

While embracing key findings of the Smith report, the panel took issue with one that described universities as "fundamentally healthy" in spite of the erosion of government financing in the past decade. Mr. Knapper is among those pleasantly surprised by the panel's recommendations, which he says indicate that university presidents are taking the role of teaching more seriously. The president's initial reaction to the Smith report, he recalls, was extremely negative. A lot of them wanted to "bury" that document, he says.

Budget Is Doubled
 Since the Smith report last fall, universities have examined their policies and in some cases made changes. At the University of Ottawa, which had conducted its own study of the teaching issue before the Smith report was released, the Faculty Senate has approved a plan to develop new strategies to improve teaching. In addition, the university doubled the budget of its center for innovative teaching.

"The additional funds have enabled us to expand our programs to provide better services to teaching assistants and expand our orientation program for new professors," says Serge Picot, the center's director. The financial crunch on Canadian campuses also is pressing administrators to make changes. At universities trying to diversify their revenue base through increased

voluntary financial support from alumni and businesses, the institutions must demonstrate their relevance and become more accountable. For alumni and business supporters, the teaching issue ranks high on the list of concerns. The message from those groups, says Mr. Knapper, is "you exist to teach students, I want to see value for money."

At the same time, the budget pressure on universities makes it more difficult to adopt reforms that would place more emphasis on improved teaching. Increasingly, large universities are trying to promote themselves as research-oriented centers in order to attract top scholars and research funds from industry and government. It is more difficult, by contrast, to attract funds to support better undergraduate teaching.

The growing pressure exerted by students who want to make the most of their undergraduate experience also has played an important part in pushing the universities to act. In the current climate of tight resources, students face the prospect of more large classes, less access to top professors, and more reliance on teaching assistants.

As they had threatened, elected student leaders organized a massive, non-violent demonstration to protest the university's plans.

Law School Remains Open
 The occupation of some university buildings and picket lines at others forced the cancellation of most classes. The law school was the only one of the university's 15 faculties to convene classes.

Many if not most of the university's 250,000 students seem re-

In Mr. Knapper's view, the best hope for raising the profile of teaching is to revamp tenure and promotion practices.

"If the reward system gets changed, then you're going to see, by the back door, people wanting help" in improving their teaching skills, he says. "Even when universities give equal weight to

**Canadian academics
who are active in
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long way to go.**

teaching and to research in tenure decisions, on paper at least, faculty members still see publications and research as essential to success in their field."

Ross Rudolph, associate vice-president of faculty affairs at York University, says administrators must do more to change the mind set of faculty members. "It's colleagues themselves who have established the culture that values research," he says. This year, York established two teaching awards, each worth \$5,000, for outstanding teaching by a tenured faculty member and by a non-tenured instructor. Nominations will be made by students.

But awards may not be enough to change attitudes. Several academics at last month's meeting of the Society for Teaching and Learning in Higher Education who had won national teaching awards sponsored by the 3M Company complained that their own universities had done little to publicize their accomplishments.

Students Close U. of Mexico to Protest Tuition Increase

MEXICO CITY
 Students at the National Autonomous University of Mexico occupied buildings and shut down the biggest campus in Latin America for one day to protest the institution's proposal to raise tuition by 1 million per cent.

Annual tuition at the university has not been raised since 1948 and today is equal to about six U.S. cents. Administrators at the university, after seven months of deliberating how much it should charge students, announced last month that the tuition would be increased to the equivalent of about \$670 a year (*The Chronicle*, June 24). The university also said it would put in place a comprehensive scholarship and financial-aid program to insure that no qualified students would be turned away because they could not afford to pay.

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Students protested plans by the National Autonomous University of Mexico to raise tuition from the equivalent of 6 cents to \$670.

signed to a tuition increase of some magnitude and recognized the institution's financial predicament. It has not been able to repair or even maintain its facilities, and the wages of its faculty members have fallen far behind the rate of inflation. As a result, many have left for more lucrative positions at other institutions.

The university's rector, José

Sarkisán Kermez, told the protesters that officials were still open to new ideas on the tuition increase, and that the sentiments of the student demonstrators would be taken into account. He said he would announce on July 17 whether the university's tuition would indeed be increased to the \$670 that had been proposed, or set at some other level.

Belgrade Students Press for Serbian President's Resignation

By DUSKO DODER

BELGRADE
 Striking students at the University of Belgrade have called on all political parties in Serbia, as well as the Academy of Sciences, the Orthodox Church, and other major institutions, to help find a solution to the republic's political impasse.

Opposition political groups have been trying to mobilize popular support to topple Serbian President Slobodan Milosevic, who remains strong support in rural areas of the republic, where he appeals to a deep-seated nationalism. The students have been sticking to their demands for the President's resignation.

The students want the meeting to be held in the office of the university's rector. The campus has been occupied by 15,000 student protesters since early June.

Students at three other Serbian universities also continued their sit-ins against the government.

Opposition political leaders were gloomy last week as it became clear that they could not rally sufficient popular support to topple the President. A rally to mobilize support for such action attracted about

100,000, far less than the organizers had hoped. The presence of Crown Prince Alexander Karadjovic, the pretender to the throne of Serbia, failed to spark the nationalist support that opposition parties had hoped to attract.

"The striking students took part in the rally, but have sought to avoid direct links with political parties."

Prince Visits Strikers

The university itself continues to remain the strongest center of opposition to the President, even though a protest of several thousand citizens has continued in front of the parliament building. Prince Alexander visited striking

students last week and made speeches at three different faculties. But he was born in exile in London and is unable to speak Serbo-Croatian. The few lines that he did speak were heavily accented and peppered with mistakes. "To us he is something exotic," said a philosophy student. "We like him, but is he the answer to our problem? We don't know."

Last week Belgrade protesters staged a second march through the city in an effort to galvanize opposition to the Milosevic regime. Heavily armed police units were deployed throughout the city, but no incidents and no arrests were reported.

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